



# Expanding Access to Work-based Learning: Community Models & Insights of Virtual WBL

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# Virtual Internships

<https://youtu.be/C8r9lrAl4YA>

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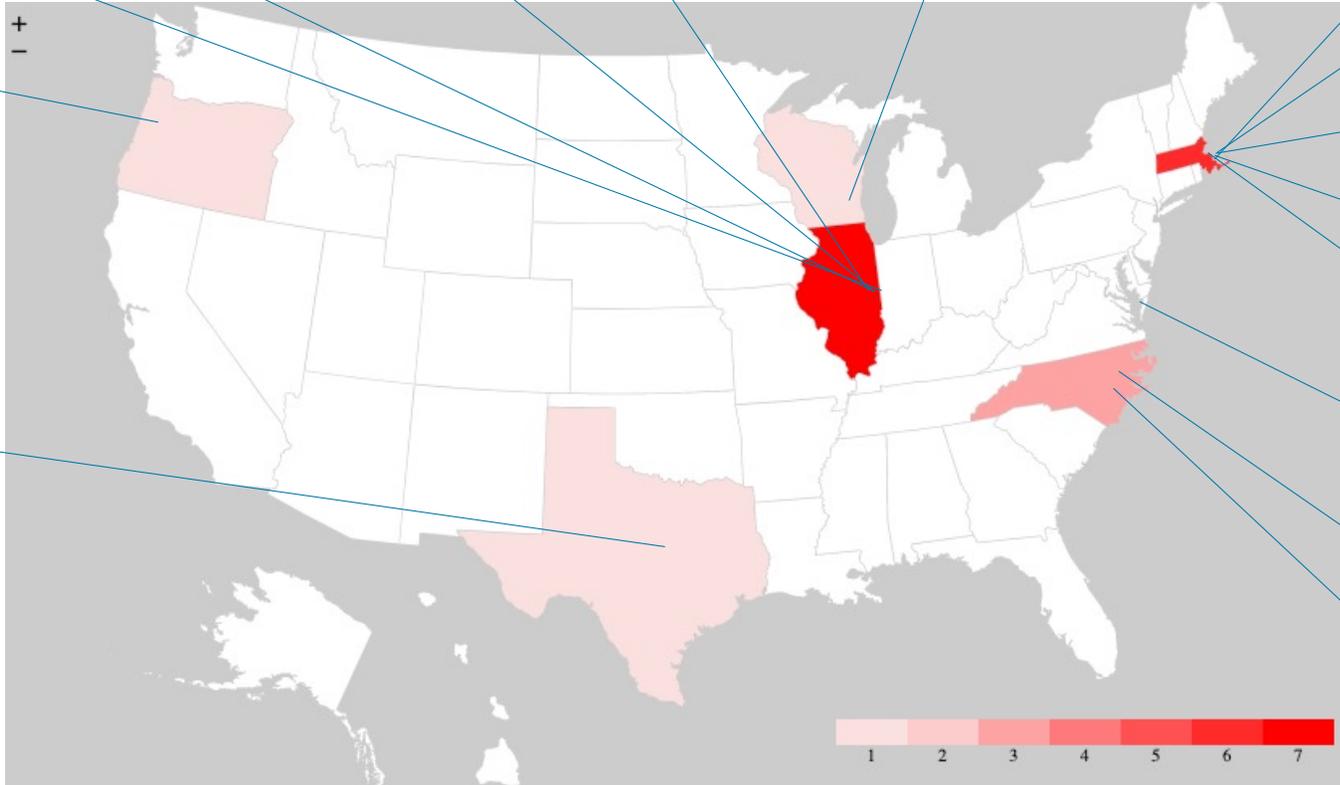


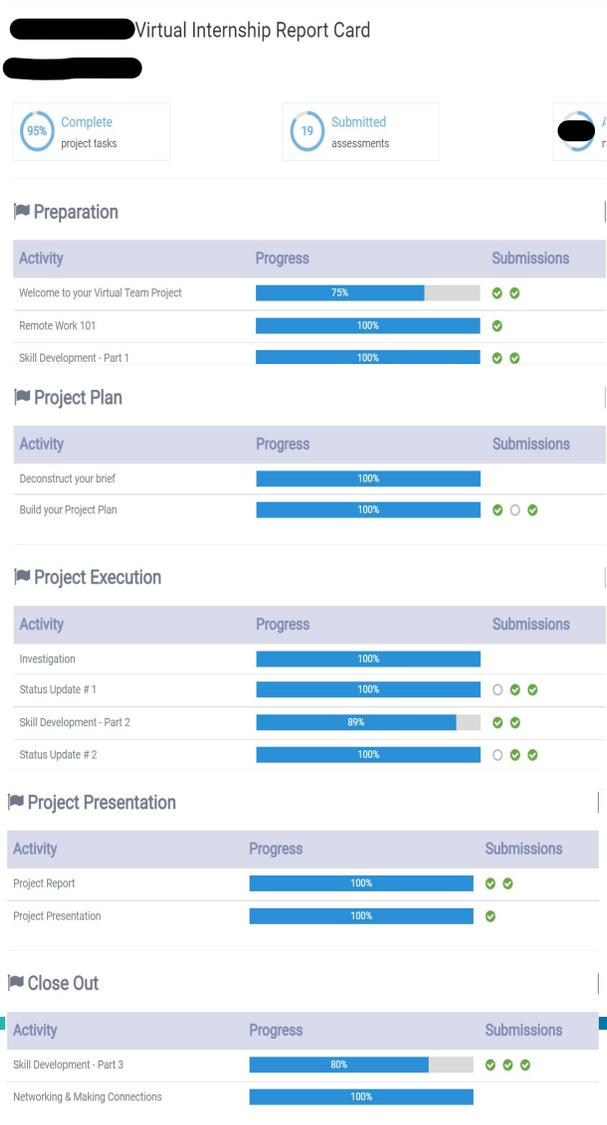


Oregon State University



Dallas County Community College District





Project Flow for a student with progress bars and submissions

Preparation  
 Project Plan  
 Project Execution  
 Project Presentation  
 Close Out

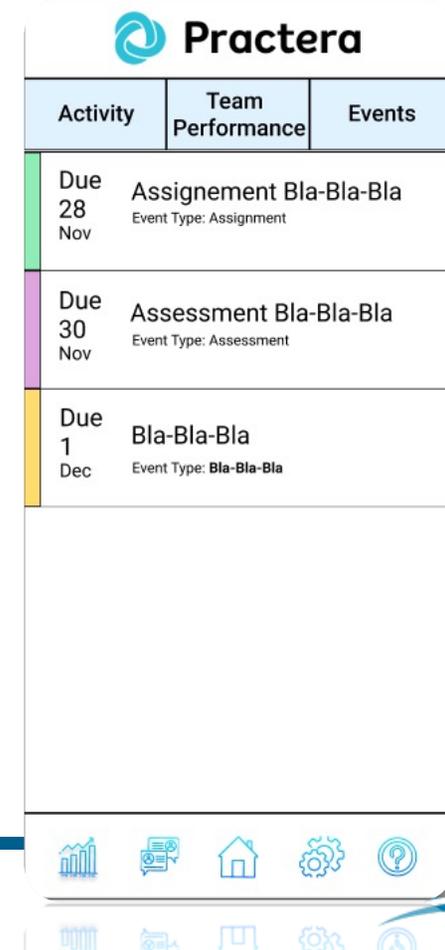
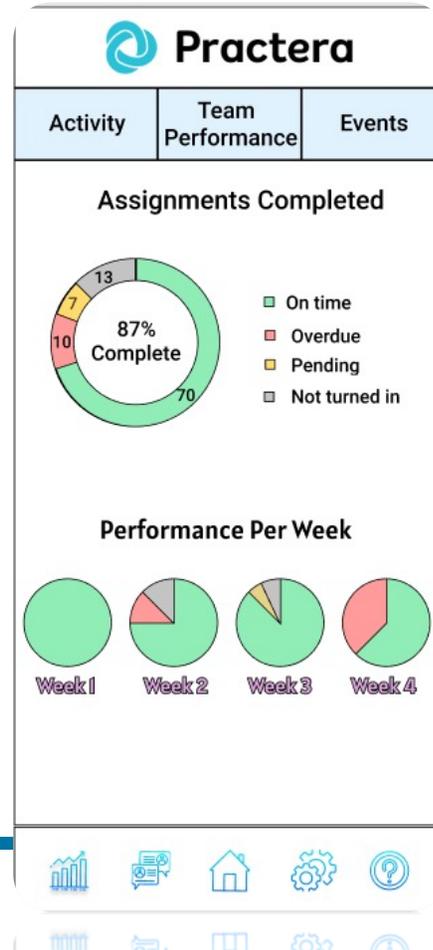
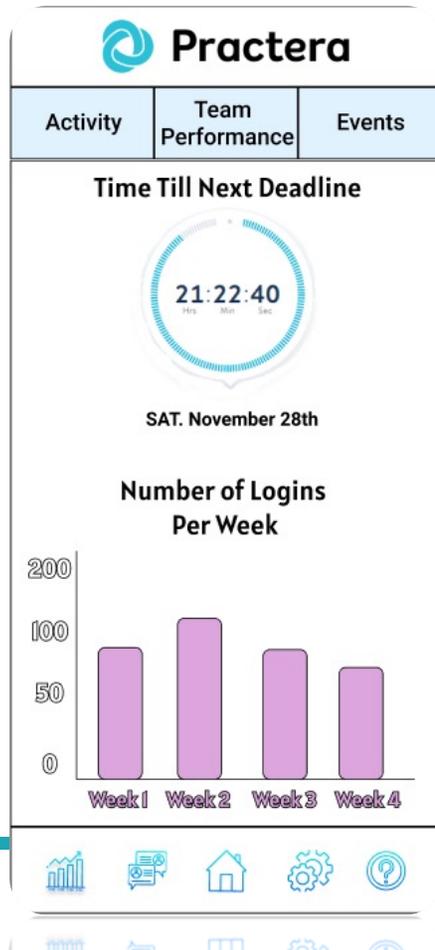


# Goal of the Dashboard

- Provide team members with statistics that will help them to track their deadlines, results, find weak spots, motivate them to enhance their productivity.
- Also to make a dashboard user friendly, which means easy to understand and to use.



# Final examples: mobile application



# Further implementation plan

- A notification when receiving negative feedback of the team members.
- A tab that allows the team to set a weekly goal. Also a list of goals to keep a track on user's goals.
- A clock which changes deadline after the particular assessment was submitted.
- To implement code to be adjustable depending on a mobile phone's screen size.



# Pros & Cons of Dashboard

- Pros:

1. Easy to understand
2. Easy to manage

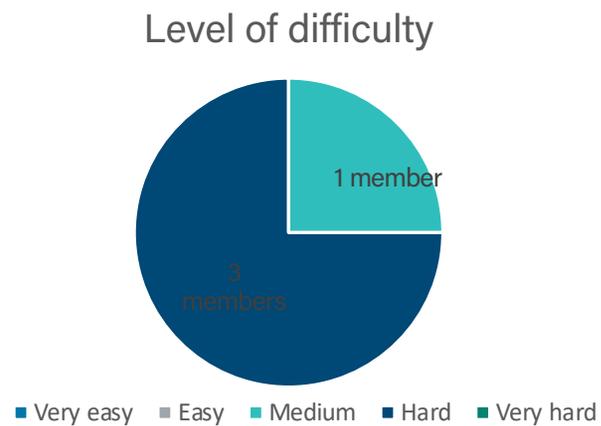
Cons:

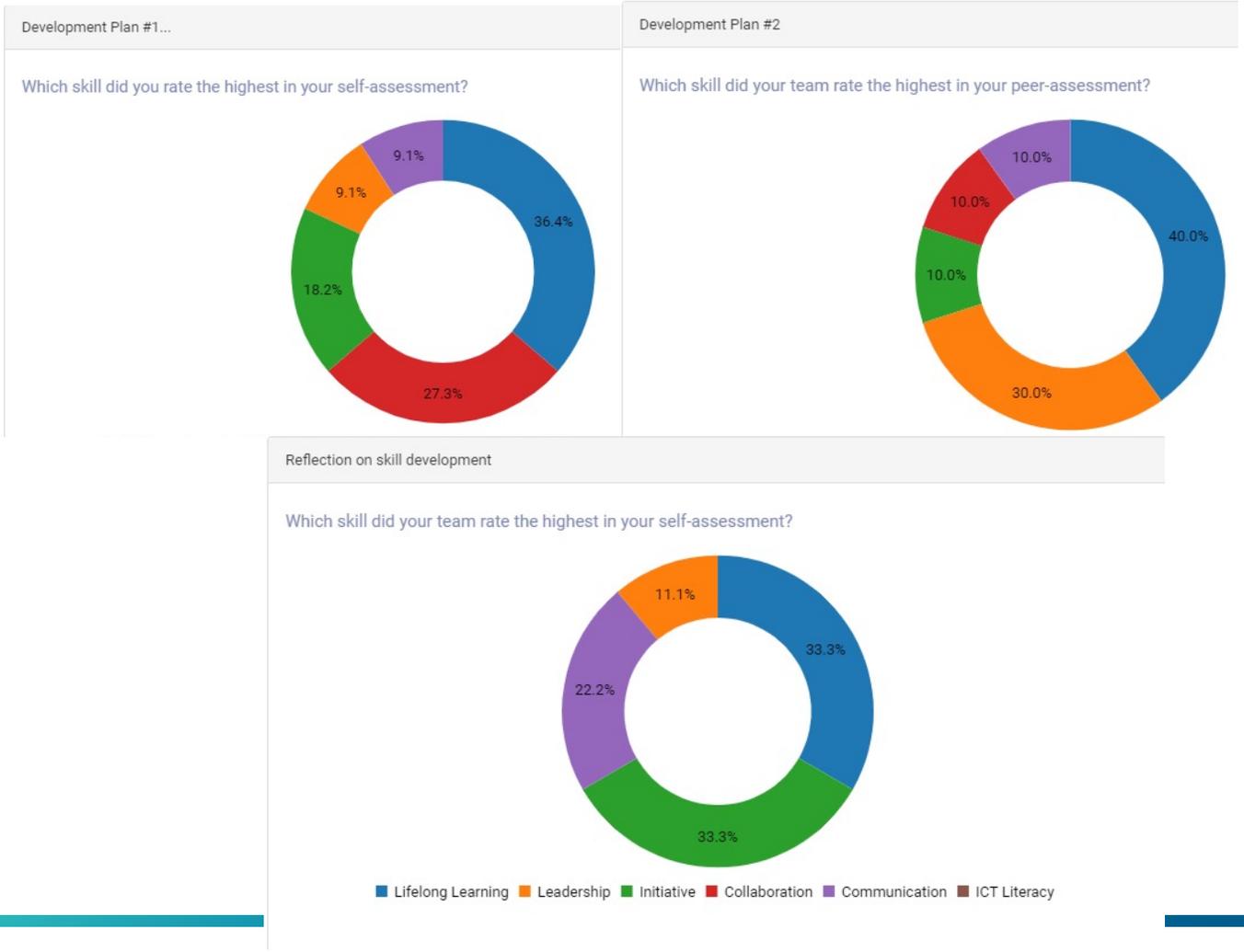
1. Needs implementation on additional features (lower button menu bar; clock)
2. No information taken from the user.
3. Not interactive.



# Difficulty and expectations

- Expectations: that internship would be easier and would take less time.





## Professional Skills Assessment (Highest)

Aggregate student assessments of key professional skills (highest)

Top Left: initial self assessment

Top Right: mid-project peer assessment

Bottom: end-project peer assessment





## Professional Skills Assessment (Lowest)

Aggregate student assessments of key professional skills (lowest)

Top Left: initial self assessment

Top Right: mid-project peer assessment

Bottom: end-project peer assessment



# Reflections

*I consider that I learned many communication values with my work team during the Practera project. I am a person who many times wants to be a controller so that everything goes well, but with the virtual internship I learned that as much as I wanted to control each stage of project development; I must have delegated many tasks and relied on the abilities of my colleagues.*

*But most importantly this project helped me to understand how to better work in teams and in general helped me to take steps towards breaking one of the biggest barriers in my life - my introversion.*

*For me, the virtual internship is a great opportunity to implement what I have learned in Java to the real project development. I am lucky that I have been enrolled in a great team, everyone takes this project seriously and do their best to help each other. I am shy and English is not my mother language, that makes me not good at talking in the meeting. However, after this project, I found myself can explicitly comment other people's ideas and give my input, though slow in speed. I am glad that I made contributions to my team and teammate for data analyzing and programming. I have read a lot and practice my programming skills as well. What I didn't expected is that I applied what I learned into a real product model so quickly with cooperation of our teammates. This gave me a great confidence of keeping practicing what I have learned in the future.*



**What we've learned about implementing vWBL into the classroom**

## EDUCATOR BELIEFS



**Ari**

Computer  
Science  
Professor

### Java Programming Course

Students: 33



**Jamie**

Computer  
Science  
Professor

### Software Development Capstone Project

Students: 41

ARI BELIEFS

CATEGORY

JAMIE BELIEFS

Knowledge is constructed while completing the Virtual Internship project.	<b>Role of the virtual Internship</b>	Knowledge is acquired in the course learning content then practiced and evaluated in the Virtual Internship project.
To give the students a real-world experience that is developmental and a project that has 'no right answers'	<b>Role of the industry partner</b>	To give students an activity that gives them a taste of the real world in parallel to achieving the course learning outcomes (a "news flash")
To provide feedback and industry insight that will help the students complete the project and provide the 'no right answers' context.	<b>How the project fits into grading</b>	To provide feedback on the students' work that will result in them getting a better academic grade.
The project is indirectly graded. Students submit a reflection on what they learned from the project.	<b>Educator/Student Relationship</b>	Project artifacts are assessment items that are graded on a rubric.
The educator is a fellow explorer that does not know everything either. Educator support is reactive based on each student, team, and situation.	<b>Educator/Industry Partner Relationship</b>	The educator sits outside the project experience. The educator is 'hands-off.'
The industry partner is a fellow collaborator and is integrated into the learning environment.	<b>Where learning takes place</b>	The industry partner is a value add to the learning environment, not a fundamental element.
Learning is emergent and unique for each learner	<b>The student experience</b>	Students practice and are evaluated on skills they need for the next step in their education

## IMPACT ON STUDENT BEHAVIORS

		Ari	Jamie	Implications
Likelihood a student would read industry partner feedback	Yes	81.2%***	34.6%***	The likelihood of students reading feedback and how quickly they viewed it can be seen as a proxy for the value students placed on industry partner feedback. Jamie considered the industry partner feedback as an optional extra while Ari emphasized its importance to project success. These results show that educator perspective can and does strongly influence actual student behaviors as captured by learning analytics.
	No	18%	65%	
Time between when the industry partner provide feedback and a student looked at the feedback	Mean	2.26 days***	8.31 days***	
	SD	4.74 days	11.33 days	
	Variance	22 days	128 days	
Average % of scaffolded learning content the students viewed when participating in their virtual internship	Mean	77.93%***	47.27%***	Ari used the intervention as a learning tool, so his students explored much more available content. Jamie used it as an assessment tool, so students focused only on "need to know" content. How the project was positioned to students led to strong behavioral shifts as reflected in this data.
	SD	0.22	0.31	

Note: Differences are statistically significant at  $p < 0.001$  (\*\*\*)

## INTERPRETATION OF FINDINGS

Our findings suggest that the learner's degree of agency while participating in Virtual Internship (that is, the extent to which a learner has agency over the project and the learning they extract from it) is significantly impacted by their teachers' perspective and subsequent moves in taking up this innovation. Our preliminary findings suggest that the different ways that educators incorporate a third-party expert into the activity system of their classroom can dramatically impact the learners' experience and serve to reinforce or undermine the intended benefits of the virtual internship model. These findings point to important conversations that should be included in teacher professional development that accompanies WBL and similar experiences that engage learners and educators with workplace experiences and experts that perturb the traditional classroom activity system.

**MORE INFO AT: [www.virtualinternships.info](http://www.virtualinternships.info)**

# Guiding State Frameworks & Resources

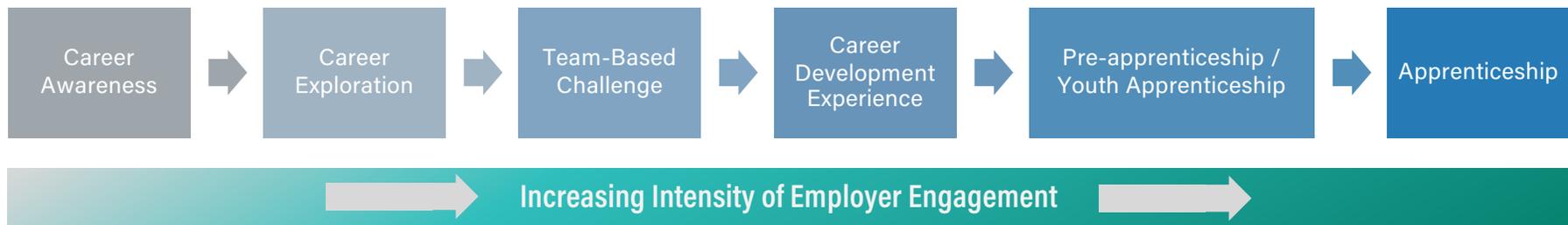
**Heather Penczak**

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# Work-Based Learning Continuum



Definitions: *Illinois Career Pathways Dictionary*

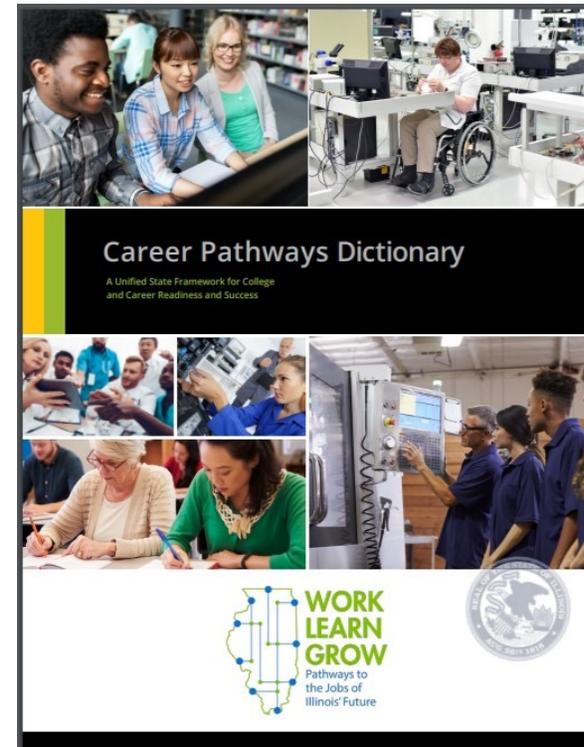
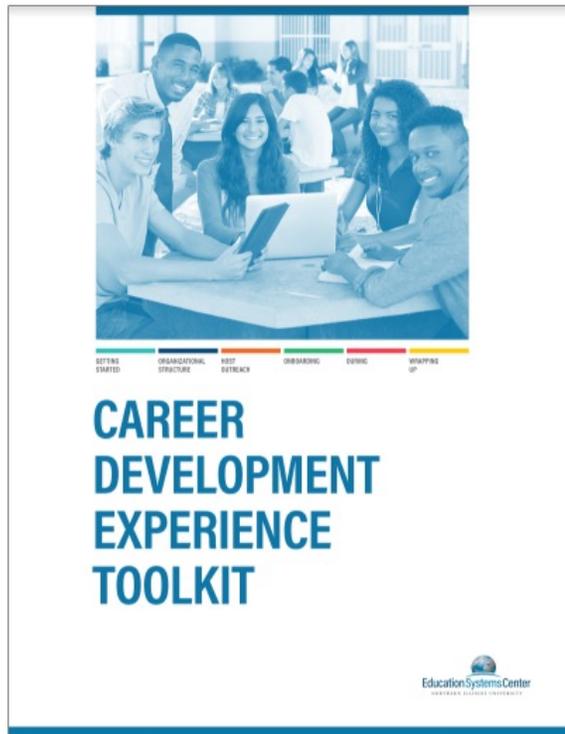


# WBL Definitions - Illinois Career Pathways Dictionary

Career Exploration	Team Based Challenge	Career Development Experience
Provides an individual with the ability to <b>engage directly</b> with employers, for the purpose of gaining knowledge of one or more industry sectors or occupations.	A group problem-based learning project relating to an individual's career area of interest that involves a <b>problem relating to employers within that area</b> , including <b>mentoring from adults with expertise</b> in that area, and requires the individual to present the outcomes of the project.	A supervised work experience relating to an individual's career area of interest that: <ol style="list-style-type: none"><li>1. Occurs in a workplace or under authentic working conditions;</li><li>2. Is co-developed by an education provider and at least one employer in the relevant field;</li><li>3. Provides compensation OR educational credit to the participant (or both);</li><li>4. Reinforces foundational professional skills including, at a minimum, those outlined in the Essential Employability Skills framework; and</li><li>5. Includes a Professional Skills Assessment that assesses skill development and is utilized as a participant feedback tool.</li><li>6. Takes place for a minimum of 60 total cumulative hours</li></ol>



# WBL Resources



# Recommended Essential & Technical Competencies

## TOP 10 CROSS-SECTOR ESSENTIAL EMPLOYABILITY COMPETENCY STATEMENTS

<b>Teamwork &amp; Conflict Resolution</b>	Students can use their understanding of working cooperatively with others to complete work assignments and achieve mutual goals.
<b>Communication</b>	<p><b>Verbal:</b> Students can use their understanding of English grammar and public speaking, listening, and responding, convey an idea, express information, and be understood by others.</p> <p><b>Written:</b> Students can use their understanding of standard business English to ensure that written work is clear, direct, courteous, and grammatically correct.</p> <p><b>Digital:</b> Students can use their understanding of email, keyboarding, word processing, and digital media to convey work that is clear, direct, courteous, and grammatically correct.</p>
<b>Problem Solving</b>	Students can use their critical thinking skills to generate and evaluate solutions as they relate to the needs of the team, customer, and company.
<b>Decision Making</b>	Students can use their understanding of problem solving to implement and communicate solutions.
<b>Critical Thinking</b>	Students can use their understanding of logic and reasoning to analyze and address problems.

## HEALTH SCIENCES & TECHNOLOGY

## TOP 10 TECHNICAL COMPETENCY STATEMENTS FOR HEALTH SCIENCES & TECHNOLOGY

<b>Medical Terminology</b>	Students can use their understanding of basic medical terminology, including abbreviations, acronyms, and diagnostic terms, to communicate effectively with healthcare personnel and patients.
<b>Healthcare Industry &amp; Culture</b>	Students can use their understanding of the basic components and culture of the health industry to understand the purpose and function of key stakeholders, practices, practitioners, and regulations.
<b>Healthcare Delivery Practices</b>	Students can use their understanding of the practices, procedures, and personnel involved in delivering quality patient care to evaluate the appropriateness of a plan, instructions, or assigned task.
<b>Healthcare Industry Ethics</b>	Students can use their understanding of confidentiality, morality, and legal concepts to evaluate and apply the merits, risks, and social concerns to workplace decisions.
<b>Health Professions Licensure</b>	Students can use their understanding of education requirements, licensure, and certification to ensure proper adherence to regulations that guide service delivery.
<b>Emergency Response</b>	Students can use their understanding of emergency procedures and protocols to respond to and expedite safety in an emergency situation.
<b>Healthcare Confidentiality</b>	Students can use their understanding of HIPPA to adhere to legal requirements and maintain confidentiality.





# I-WIN

Illinois Work-Based Learning  
Innovation Network

- Highlight and explore innovative models for work-based learning
- Engage in conversations on creating sustainable, high-quality models that ultimately provide broader and more equitable access with a focus on building social capital for Black and Latinx students
- Build connections among communities to share best practices, learnings and resources

[\*Register here for our summer workshops!\*](#)



# Practera Pilot Opportunity

[Practera](#) is a customizable, technology enabled platform for structured virtual and hybrid work-based learning.

## Illinois communities are piloting Practera to:

- Ensure equity and expand access to WBL
- Support a Team-based Challenge or Career Development Experience

Through a partnership with Practera, I-WIN communities have free access to pilot Practera through SY21-22. **Participation as a pilot site includes:**

- Professional development opportunities
- Support and inspiration through regular community of practice sessions, and
- Technical assistance throughout



[Information session recording & presentation](#)

[Project brief & Teacher guide](#)

[Interest form](#)



# Emerging Resource: CDE Toolkit Companion Piece

- Meant to be viewed in tandem with the CDE Toolkit.
- The purpose of this extension is to provide resources to address the needs of stakeholders outside of a traditional high school to serve youth more inclusively.
- Public comment can be provided at the following link and is open through July 30<sup>th</sup>, 2021
  - [Survey for Public Comment](#)
  - [CDE Toolkit Companion Piece](#) (to download and review)



## CAREER DEVELOPMENT EXPERIENCE TOOLKIT COMPANION PIECE



[Link to all recordings](#)

### Sessions focused on WBL:

- Best Practices and Innovative Models for Work-based Learning ([recording](#) & [presentation](#))
- Implementing Team-based Challenges in College and Career Pathway Endorsements ([recording](#) & [presentation](#))
- Connecting Opportunity Youth with Jobs and Education ([recording](#) & [presentation](#))
- The Commerce Connection: Collaborating with your Chamber of Commerce to Reach Local Employers ([recording](#) & [presentation](#))



# Resources

- [Career Pathways Dictionary](#)
- [Career Development Experience Toolkit](#)
- [Recommended Technical and Essential Employability Competencies](#)
- [Illinois Work-based Learning Innovation Network \(I-WIN\) Resource site](#)
- Murillo, et.al., (2017): [High School Internships: Utilizing a Community Cultural Wealth Framework to Support Career Preparation and College-Going Among Low-Income Students of Color](#)
- Link: [HERE to HERE Policy Brief](#)

