

## **Development and validation of measures of key dimensions of work-integrated learning curricula**

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**Funding source:** Griffith University Research Grant

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### **Project Overview**

The aim of this project is to develop and test (for validity and reliability) scales (sets of questions), for measuring aspects of work-integrated learning (WIL) curricula. This is important because:

1. although there is ample previous work of this kind on standard (e.g. lecture and tutorial) higher education curricula there is very little work of this kind done for WIL curricula;
2. such measures can be used to research how different aspects of learning environments impact on student learning, which has relevance for understanding the links between WIL and student learning outcomes (including disciplinary learning, generic and professional skills and employability skills development); and
3. because universities can, and do, use such measures for quality assurance (e.g. Course Experience Questionnaire (CEQ) and its associated measures), the lack of good measures for WIL curricula represents a serious gap in the available measures to support QA for WIL.

With many universities implementing WIL, and the recent interest shown by Universities Australia in a National Internship Scheme, this project will have potential usefulness across the whole higher education sector.