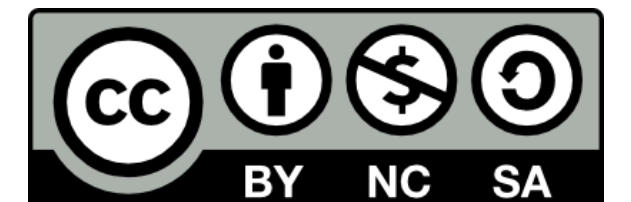


# Project-based learning as work-based learning

Dr Caroline McCaw  
Denise Narciso

June 30, 2023



**What is communication  
design?**







# First half

Breadth and depth

Developing design  
skills and techniques







# Second half

Project-based learning

Engaging with local communities using real problems

Internships





# Experiential Learning



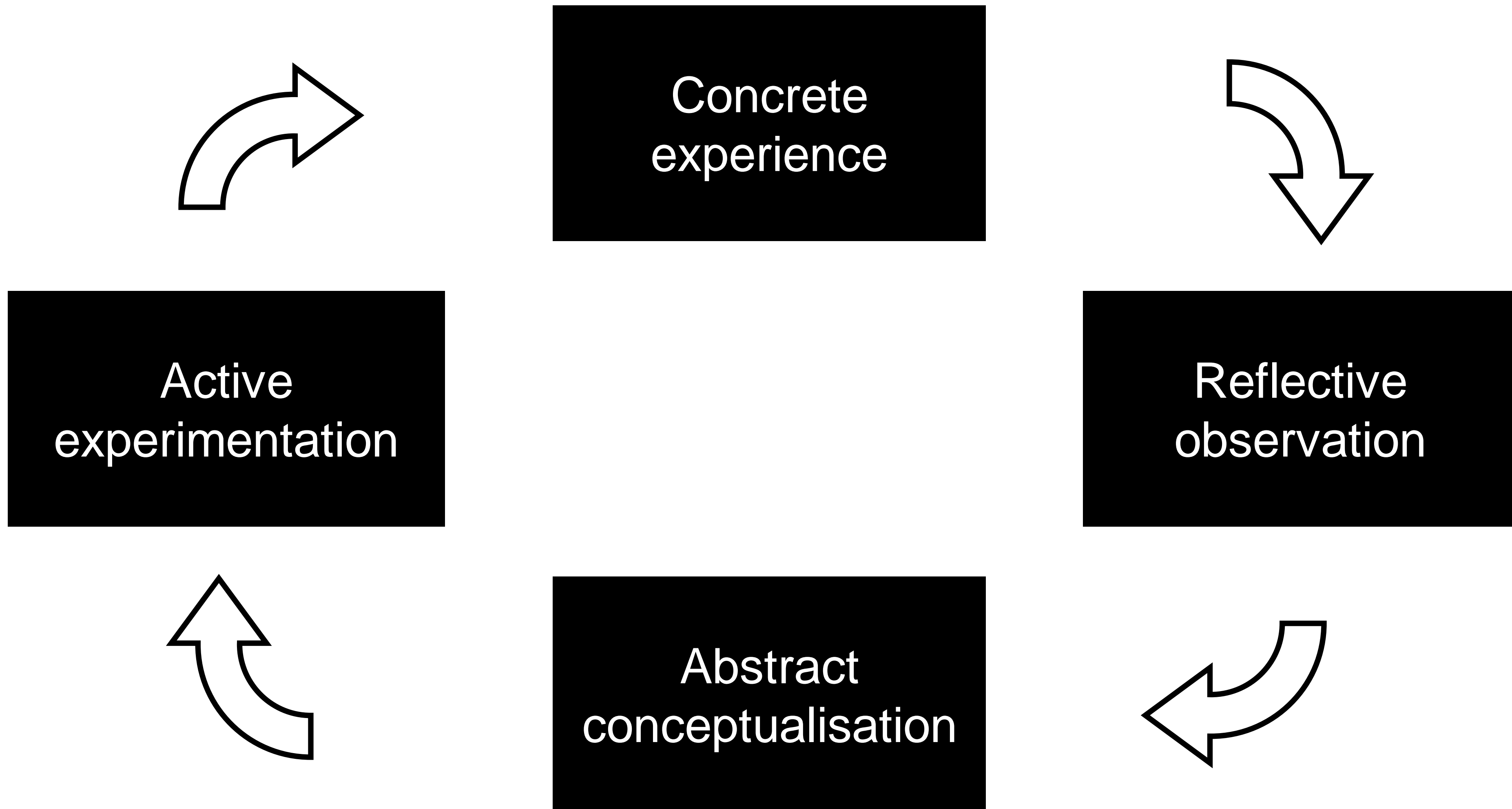
# Experiential learning

“Engaging students through exploring **real-world issues** and **solving practical problems**”, learners apply their knowledge in an ongoing cycle, while taking more **responsibility** for their learning.

Bradley-Levine and Mosier (2014)



# Kolb's theory of **Experiential learning**





# How we teach experiential learning...

**Work-based  
learning (WBL)**

Problem-based learning  
in an industrial context

**Kolmos, Flemming, &  
Krogh, 2004**

**Project-based  
learning (PBL)**

Learning around  
real-world projects

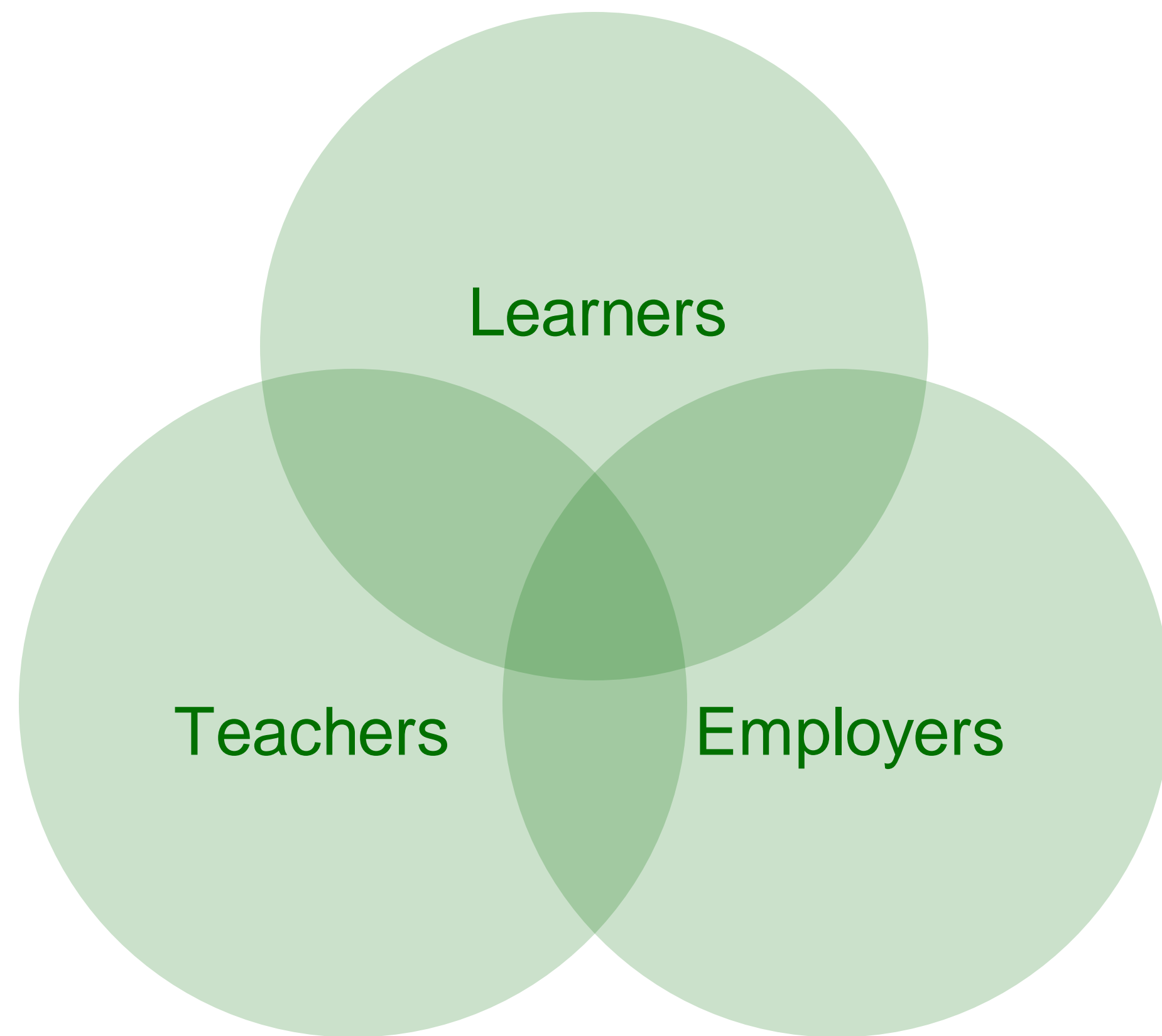
**Thomas, 2000**



# Work-based Learning



# Work-based learning

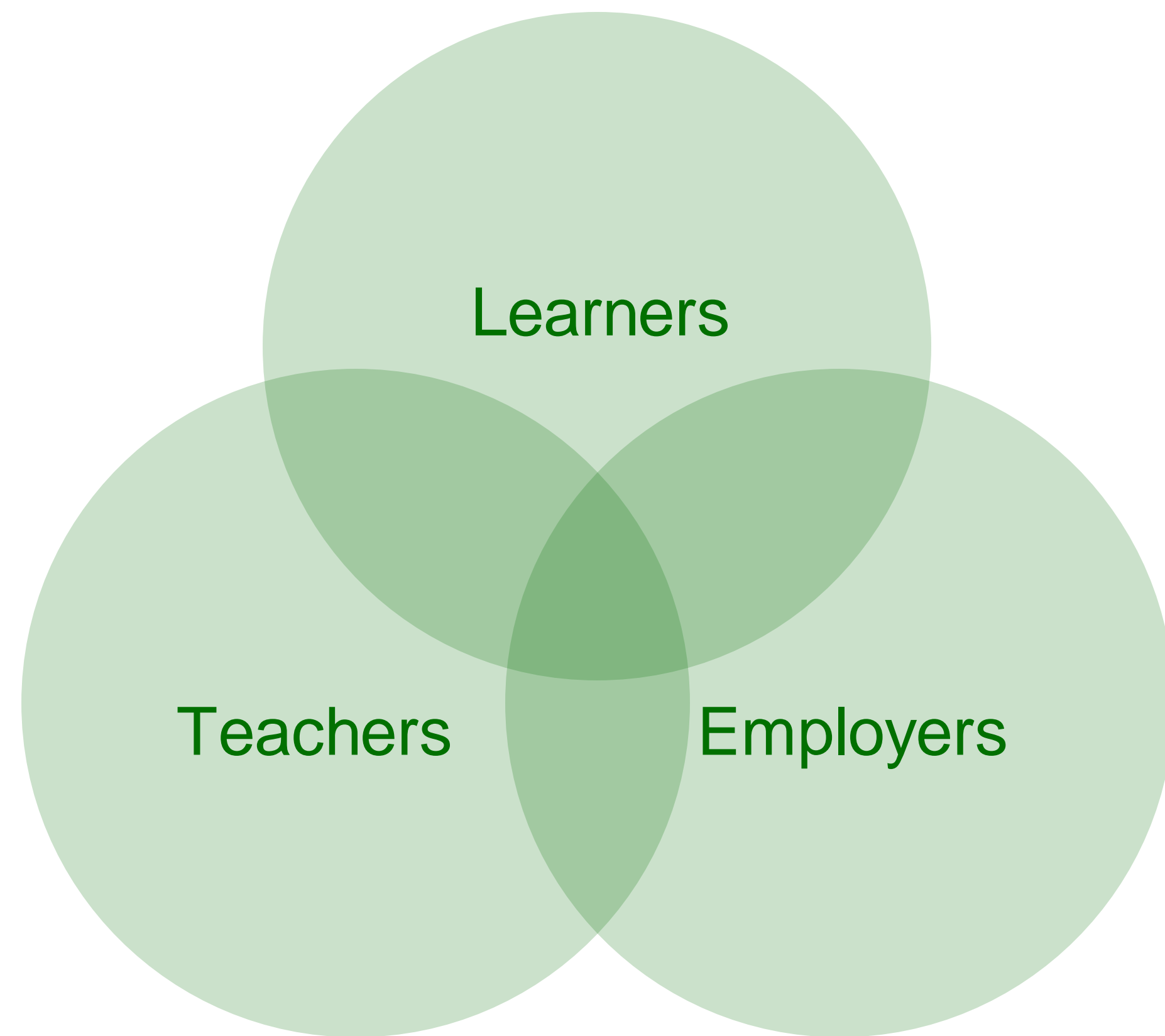


## Characteristics

- Employers as main driver
- Exposure to workplace environment
- Part of a qualification
- Projects undertaken in workplace used for learning and assessment purposes



# Work-based learning

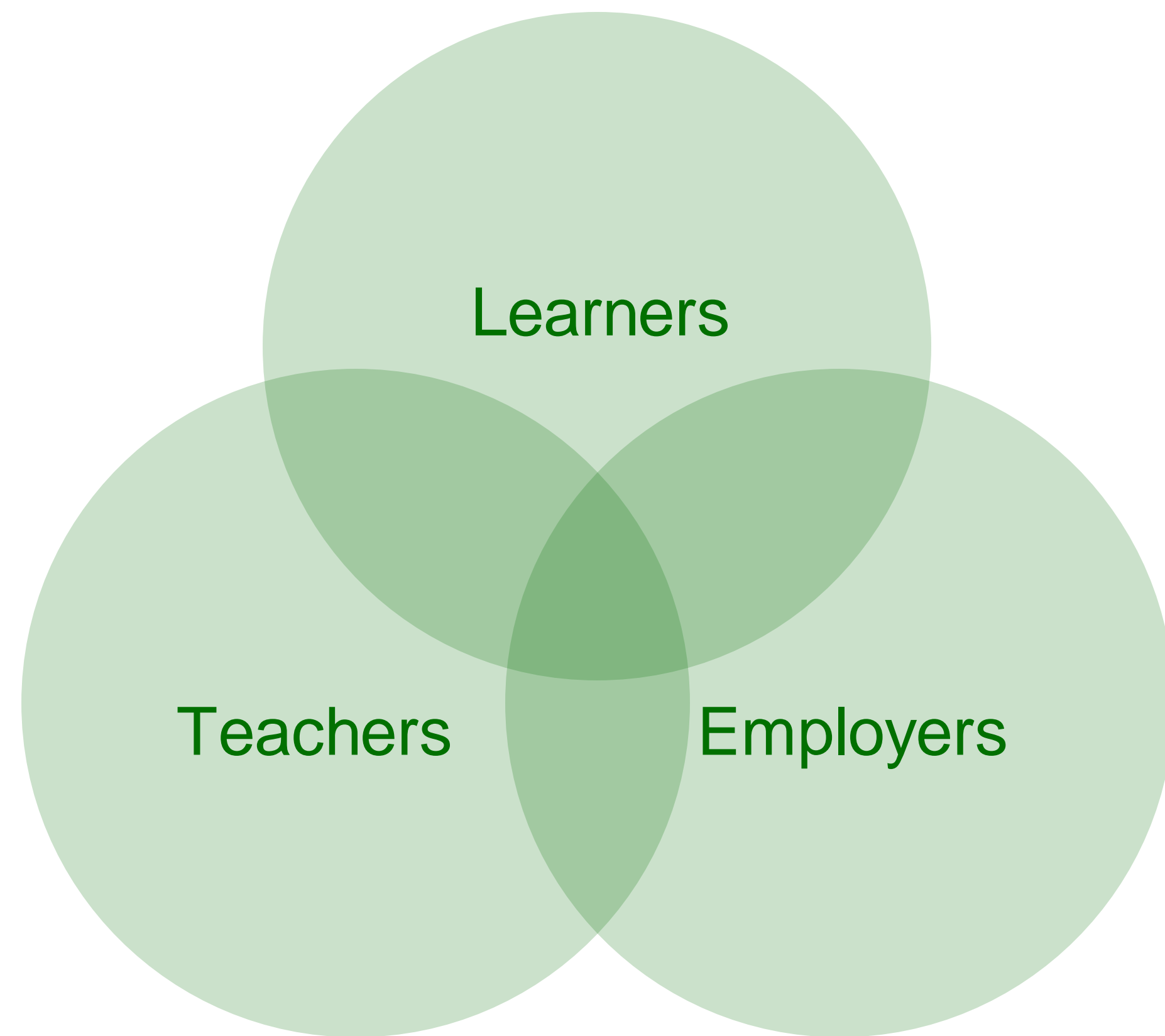


## Benefits

- For students - connection and networking, application of learning, awareness and understanding of workplace environments
- For employers - potential recruitment and higher employee retention



# Work-based learning



## Limitations

- Employment related competencies
- Access to authentic activities
- Lack of instructional media
- Reluctance of professionals to share expertise
- Opaqueness of knowledge
- Require a level of maturity, skills knowledge and independence from learners

**Billett, 2011**





# Work-based learning in Communication Design

In Communication design, we use the **internships** model and offer this to third year students who can be more independent and have advanced skills.

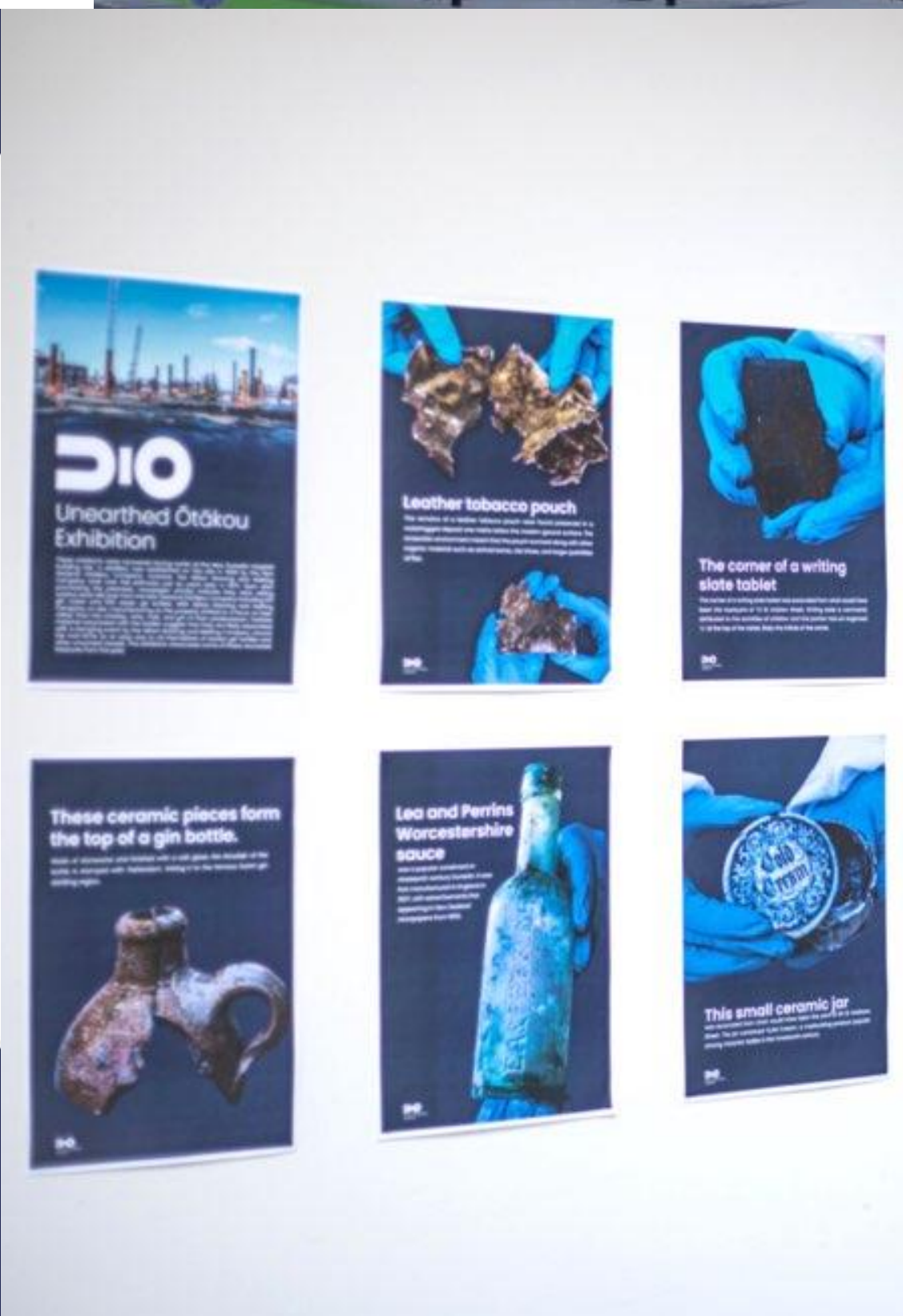
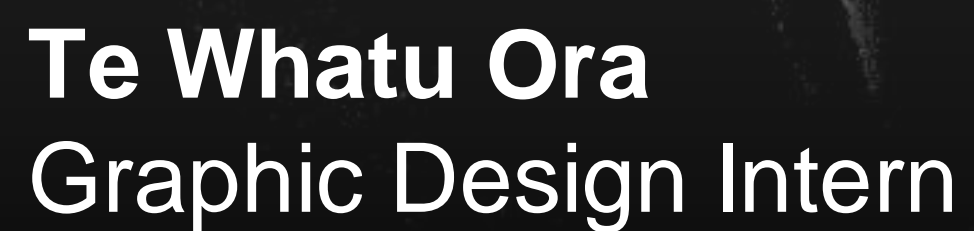
There is a **growing demand** from employers which resulted to more internship roles offered in the past years.



# WBL Examples

Communication Design Internships







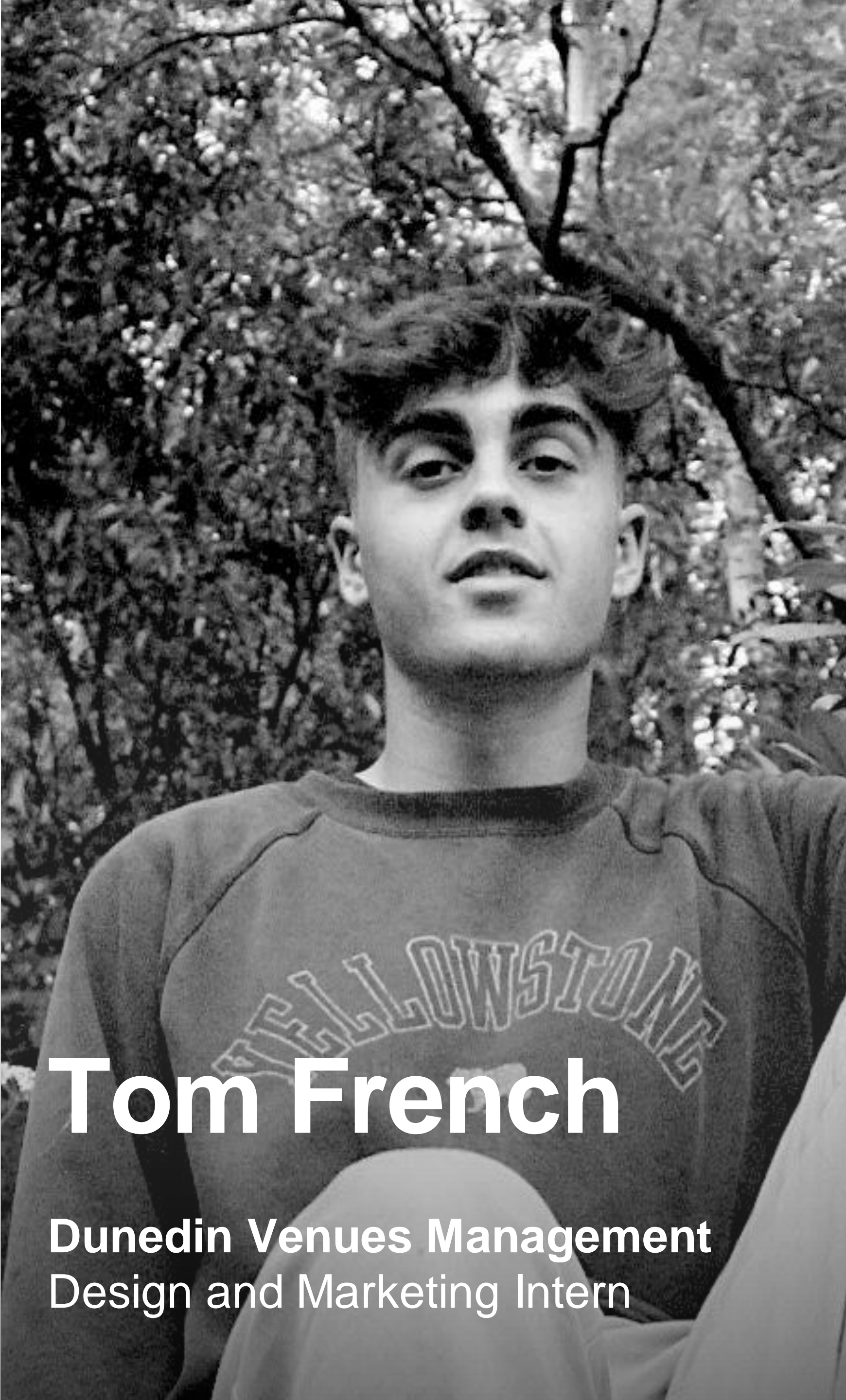


**Emma Buchan**

**Firebrand**  
Design and Marketing Intern







Tom French

Dunedin Venues Management  
Design and Marketing Intern





# Internship Hosts Feedback

“We really enjoyed working with **Best** and we were very impressed with his work ethic and the quality of work he delivered.”

**Te Whatu Ora**  
Health New Zealand

“**Emma** was a delight to work with. She was punctual, took feedback well, constantly used initiative and always had a smile on her face. Her attention to detail is something we value at Firebrand, and her eagerness to learn is highly admirable.”

 **Firebrand**

“I look forward to having **Tom** at DVML on a permanent basis. He is a star!”

**dunedin**  
venues

# Project-based Learning



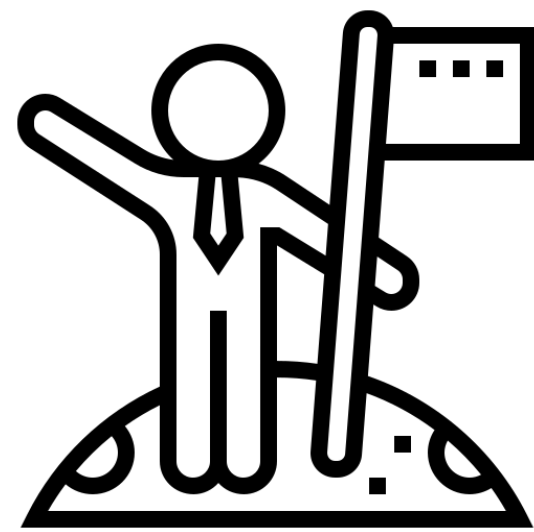
# Project-based learning

A **time-bound** activity which is directed by the **project team**, who determines the course of the project and the final output in response to a brief. The brief should ideally relate to **real-world issue**. Student activity revolves around a complex series of **interactions** between team members and draw a range of key transferable skills such as **communication, planning and team working**.

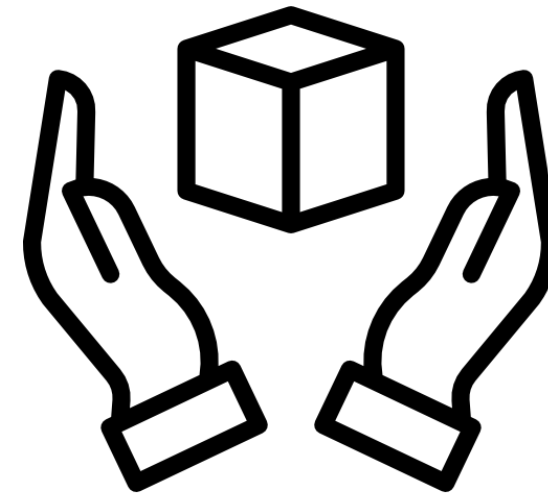
Hanney & Savin-Badem, 2013

# What is High Quality Project Based Learning?

Buck Institute of Education developed six criteria to consider projects as high-quality, and these are:



Intellectual  
Challenge and  
Accomplishment



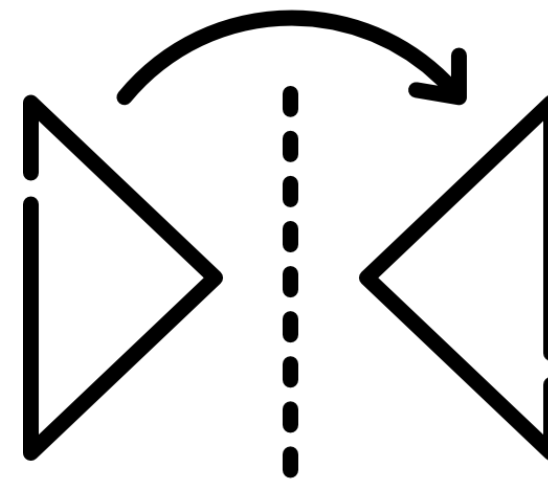
Public Product



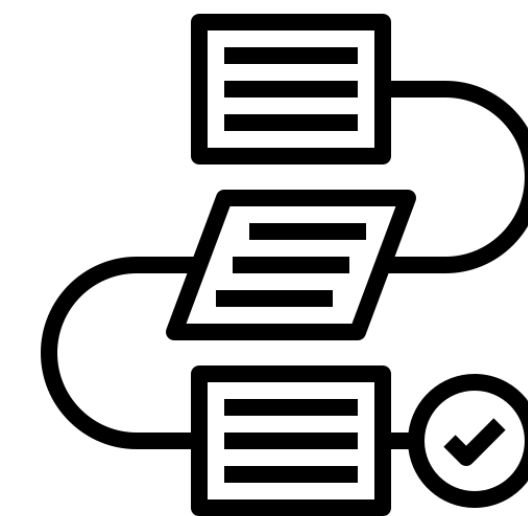
Collaboration



Authenticity



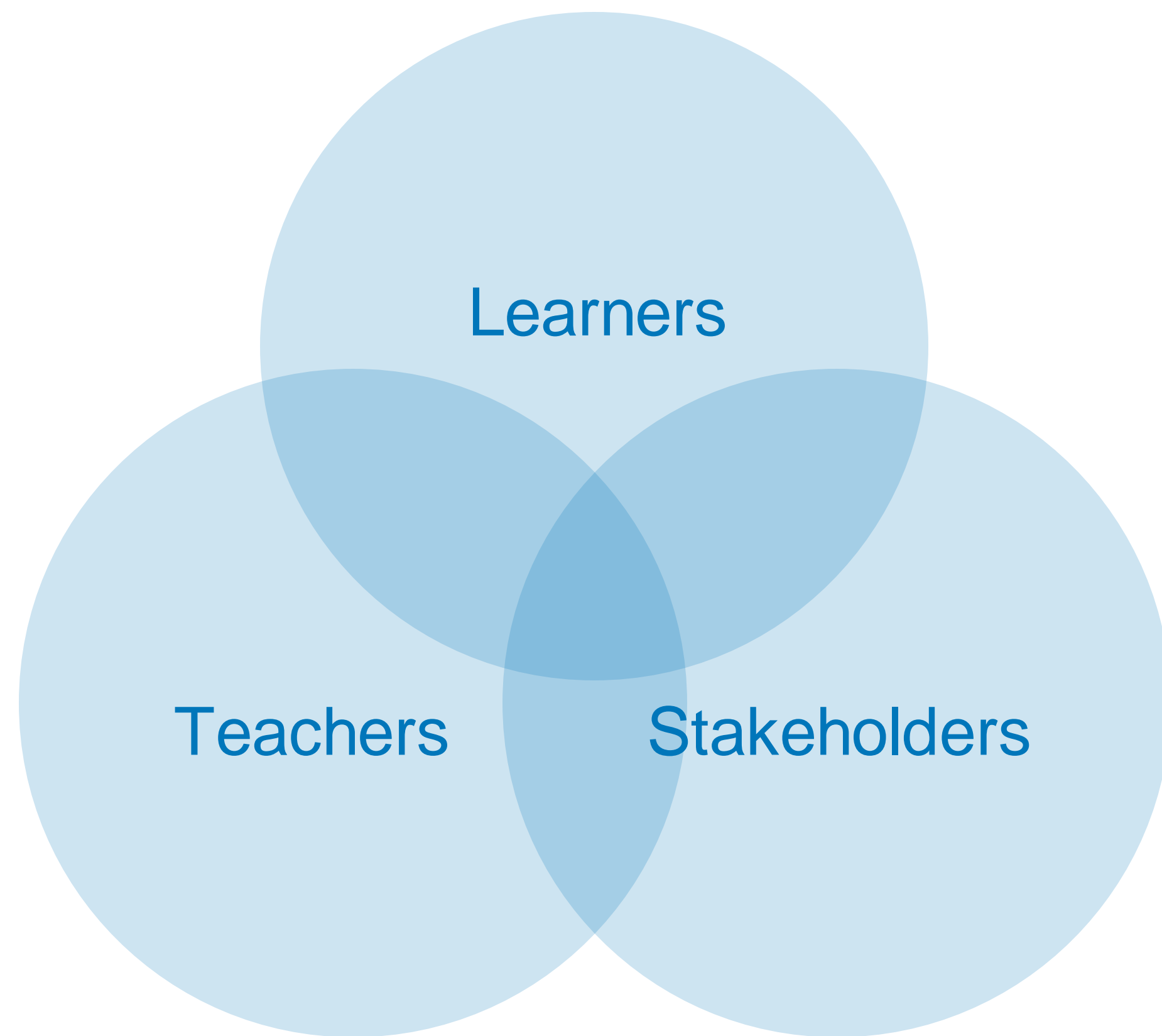
Reflection



Project  
Management



# Project-based learning

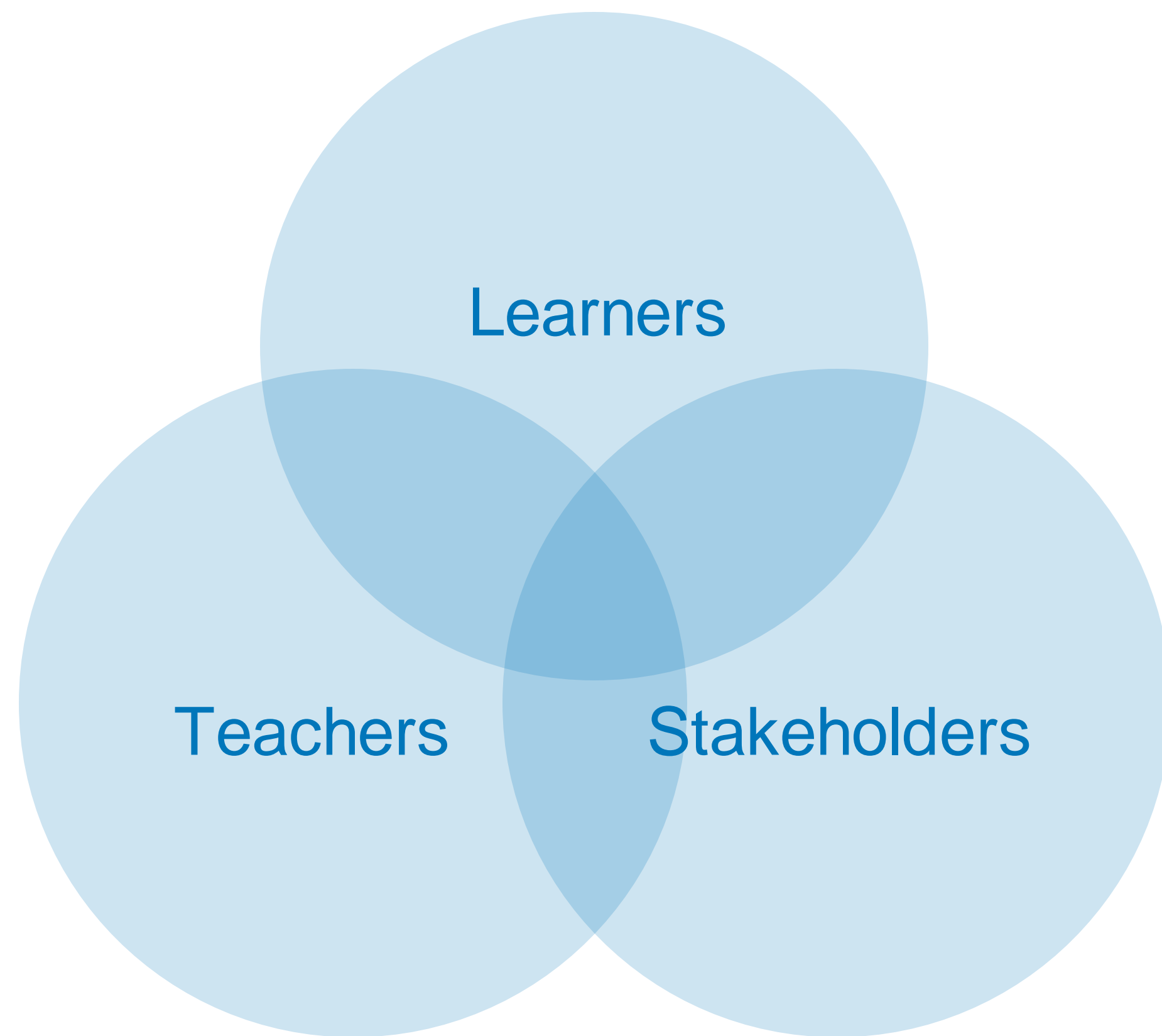


## Benefits

- Complex tasks that require problem-solving and investigative activities
- Realistic outcomes
- Collaboration and cooperation
- Find connection to the world outside the classroom



# Project-based learning

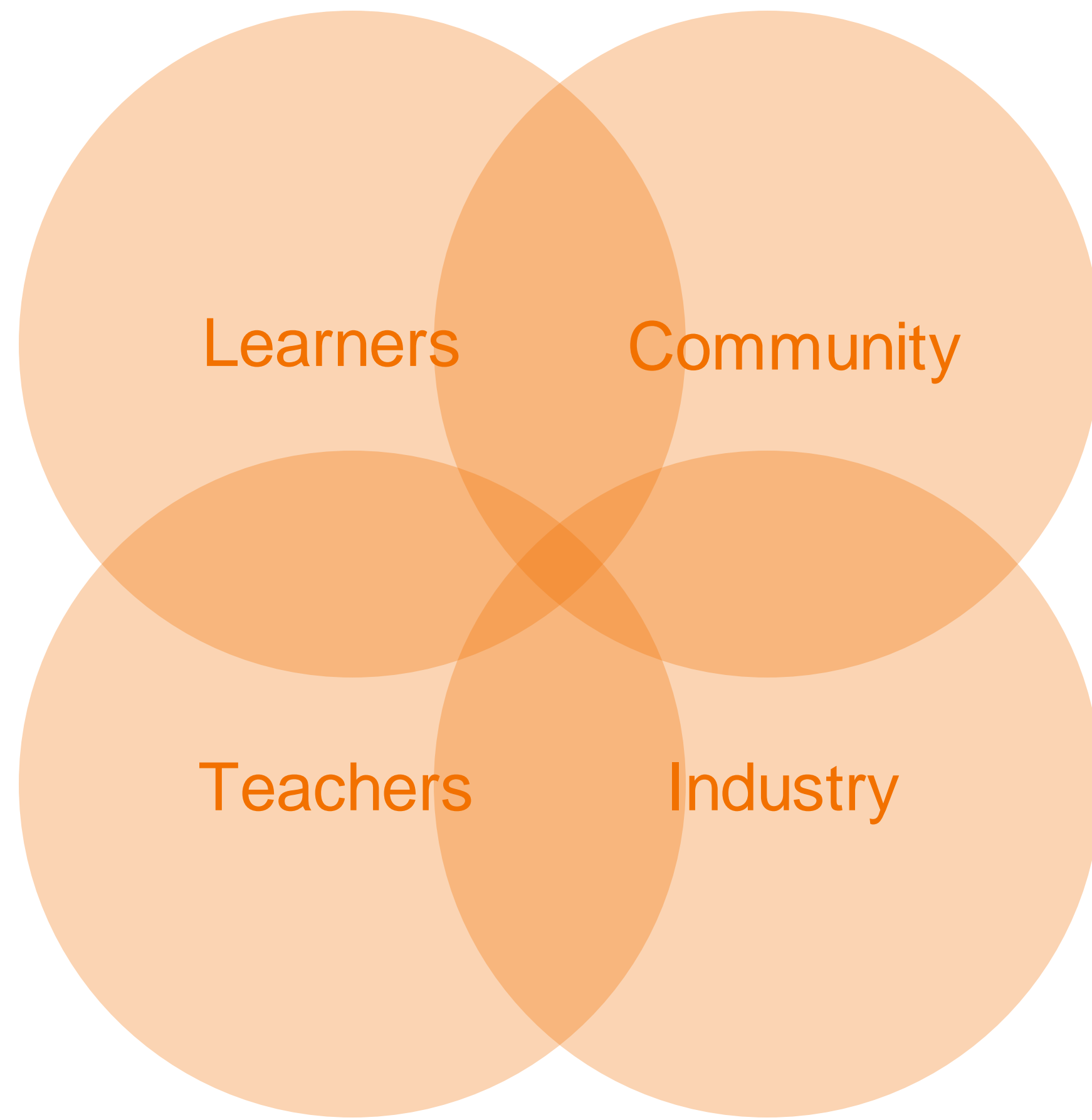


## Limitations

- Inclusion of industry expertise
- Time management for students
- Inexperienced lecturers in project management
- Students' social skills
- Students who struggle with experimentation and exploration



# Project-based learning with Communities



In Communication design, we work with **community groups** as our **clients**.

We invite our **alumni** and **industry professionals** to our **critique** sessions to ensure high-standard of design work from teams.

# Project-based learning with Communities

## Benefits

- Projects are holistic
- Collaboration and cooperation
- Autonomy
- Ownership
- Experiment and Exploration
- Industry feedback
- Social experience





# PBLC Example 1

Who Cared? Otago Museum Exhibition



# Who Cared?

OTAGO NURSES IN WWI

Free exhibition  
26 September 2015–31 January 2016  
1877 Gallery, Otago Museum

[www.otagomuseum.nz](http://www.otagomuseum.nz)

Based on Dr Maxine Alterio's historical novel  
*Lives We Leave Behind* (Penguin Books NZ, 2012;  
Prisma Editions, France, 2013).





Who Cared?



*Lives  
we Leave  
Behind*



A novel from the  
author of *Ribbons of Grace*

MAXINE ALTERIO



# Who Cared?

## Who Cared?

### OTAGO NURSES IN WWI

Interactive and interactive exhibition tells the story of three nurses as they care for wounded soldiers at the No. 1 New Zealand Stationary Hospital in Boulogne, Northern France during the Great War.

Touch the nurses at work, pick up and read their letters, touch their uniforms and discover their most private thoughts.

*Who Cared? Otago Nurses in WWI* is based on Dr Maxine Tait's historical novel *Lives We Leave Behind* (Penguin Books NZ, 2012; Penguin Classics, London, 2013).

The courage and commitment of trained nurses who cared for the wounded and dying soldiers during WWI, far from their families.

What do you think they coped? What do you think it was like for them?

All exhibitions are National. Any reproduction in whole or part, in any form, is prohibited. All rights reserved. All trademarks are the property of their respective owners.



Nurse Addie



Nurse Louisa



Nurse Penny



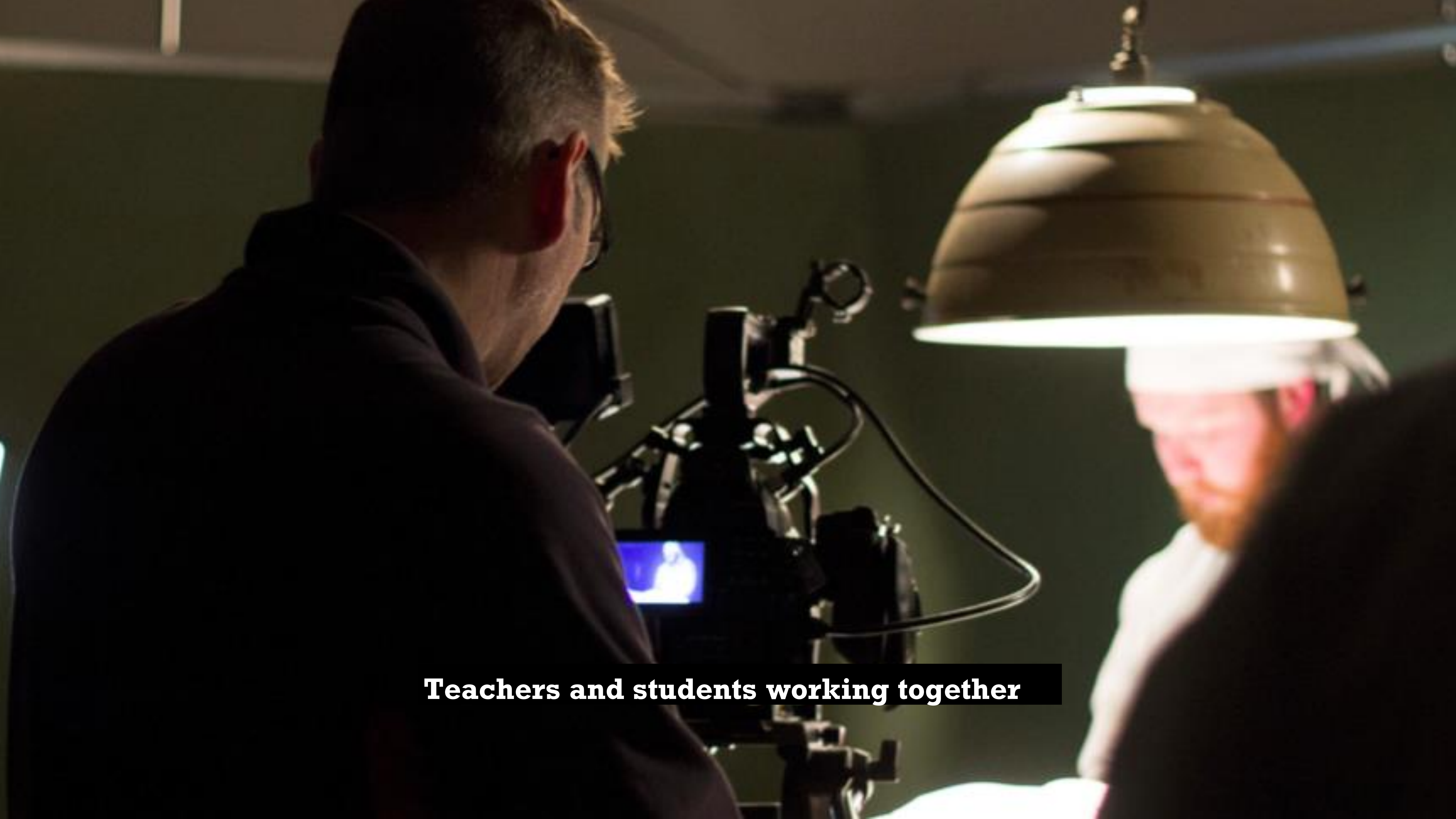
PLEASE TAKE ONE  
Any donations are gratefully appreciated.



# Who Cared?







**Teachers and students working together**





**Designs based on research**





**Students taking on leadership roles**





**Students learn how to be directed, give and receive feedback and reflect on their learning**



# PBLC Example 2

Dunedin Town Belt Kaitiaki



# Dunedin Town Belt Kaitiaki





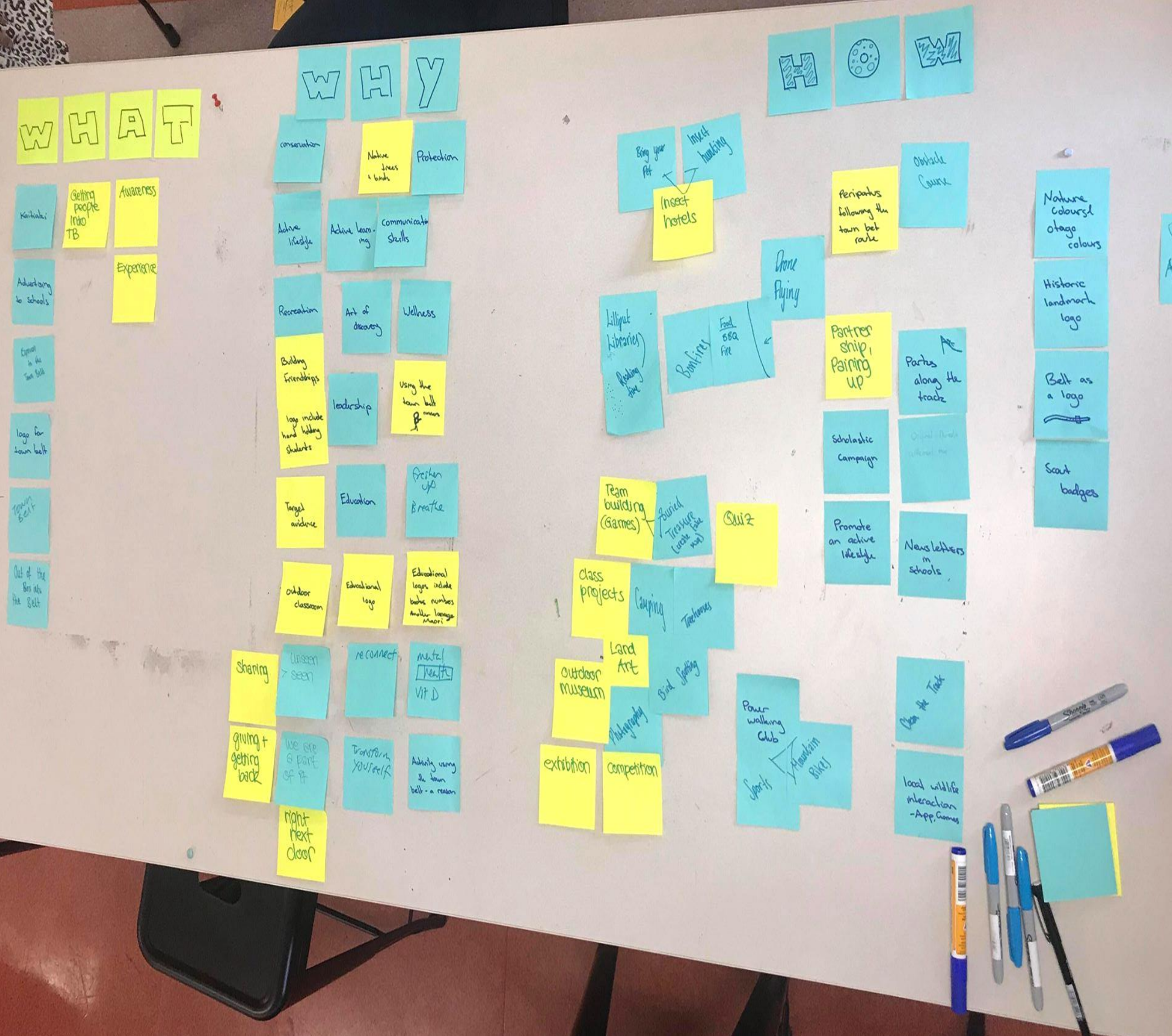








# Dunedin Town Belt Kaitiaki



## RESEARCH TUI

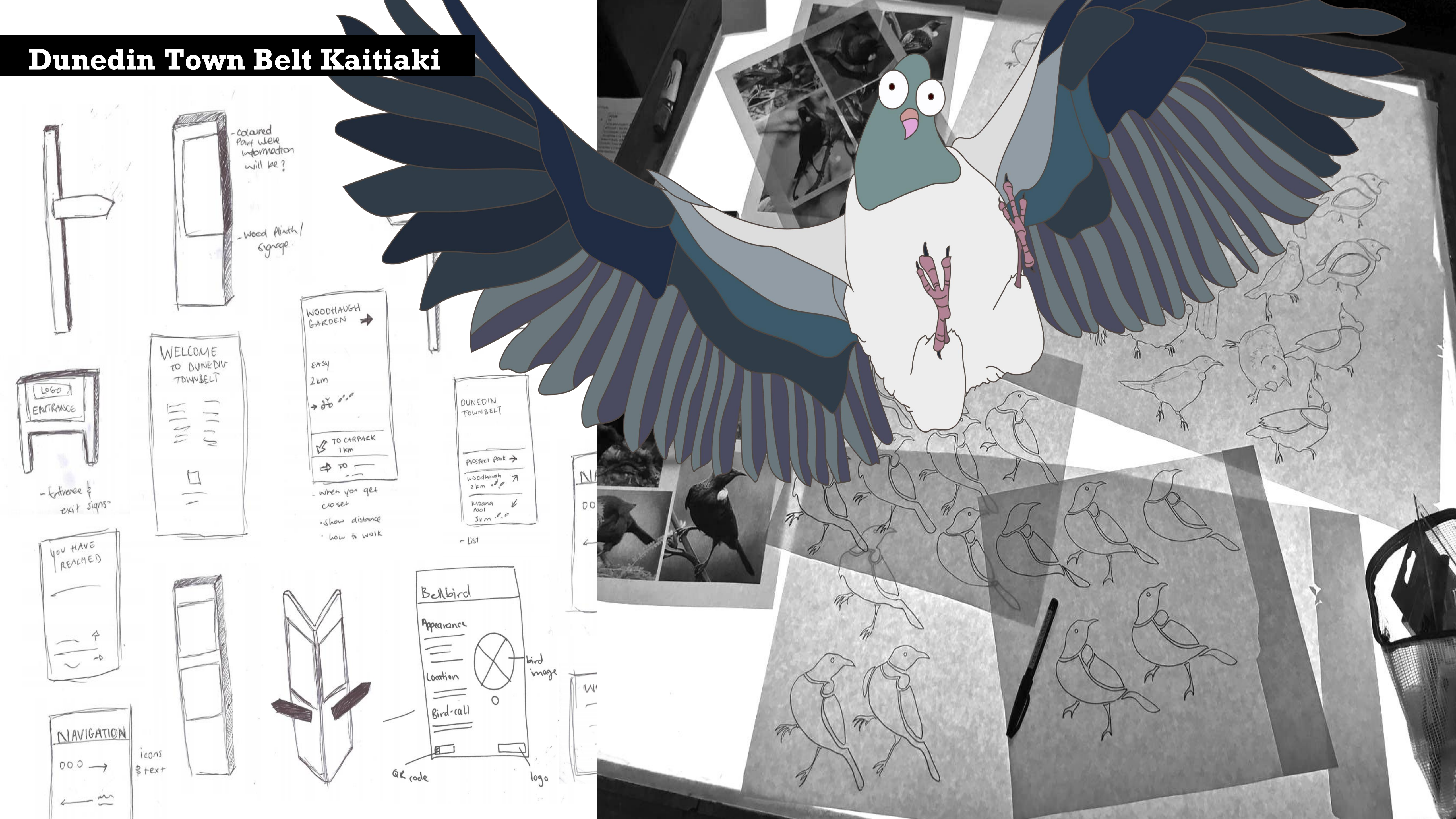
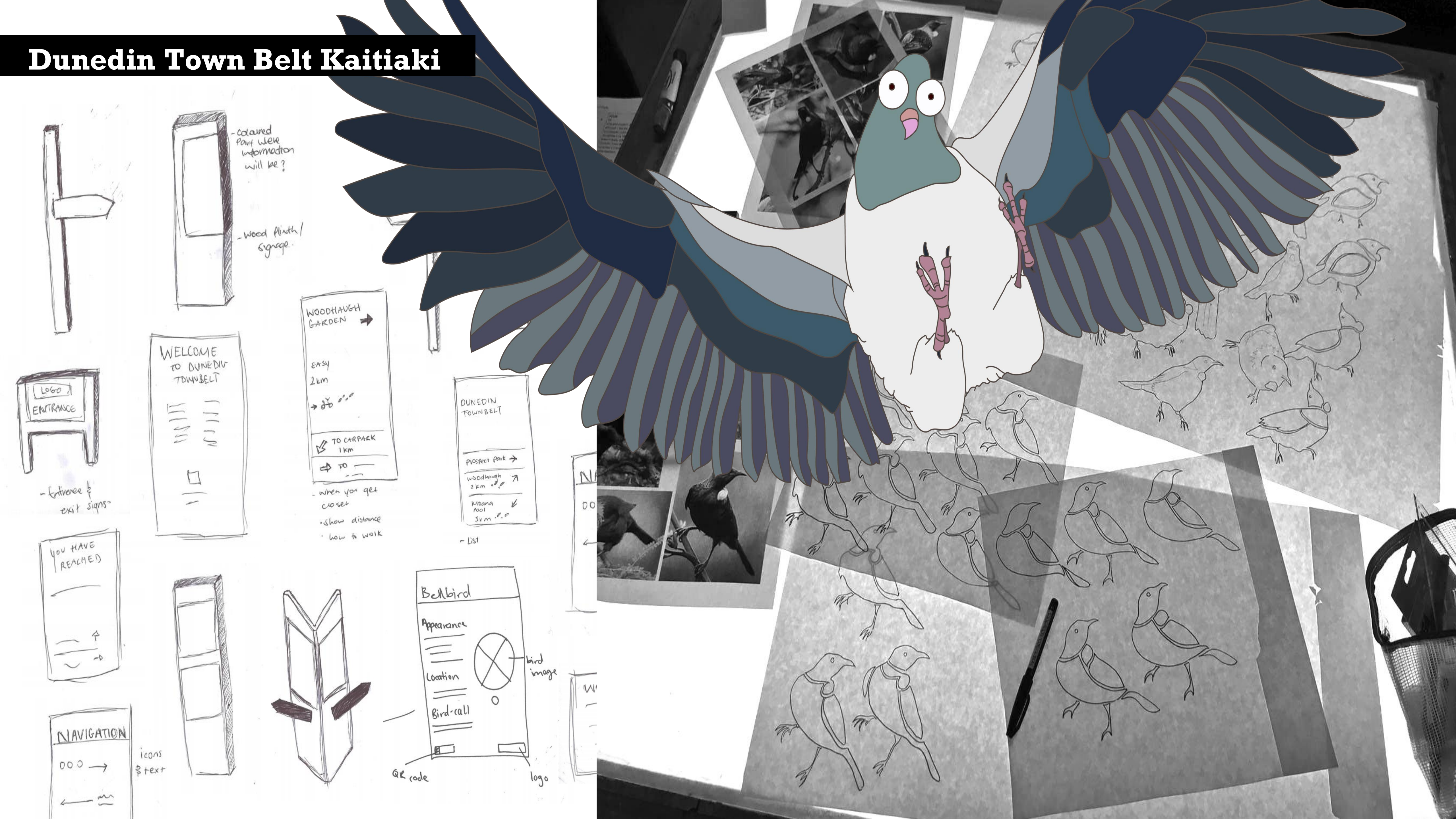


Dani took images of tui's and developed a colour scheme from these colours, Dark blues stand out as well as the vibrant blue on the features.

From our research we found out that tui's are notoriously aggressive, which can be seen as guardians of the town belt. They are also very distinguishable with the white tufts on their throat - Good for the younger children of Kaitiaki to have a bird they can recognise.

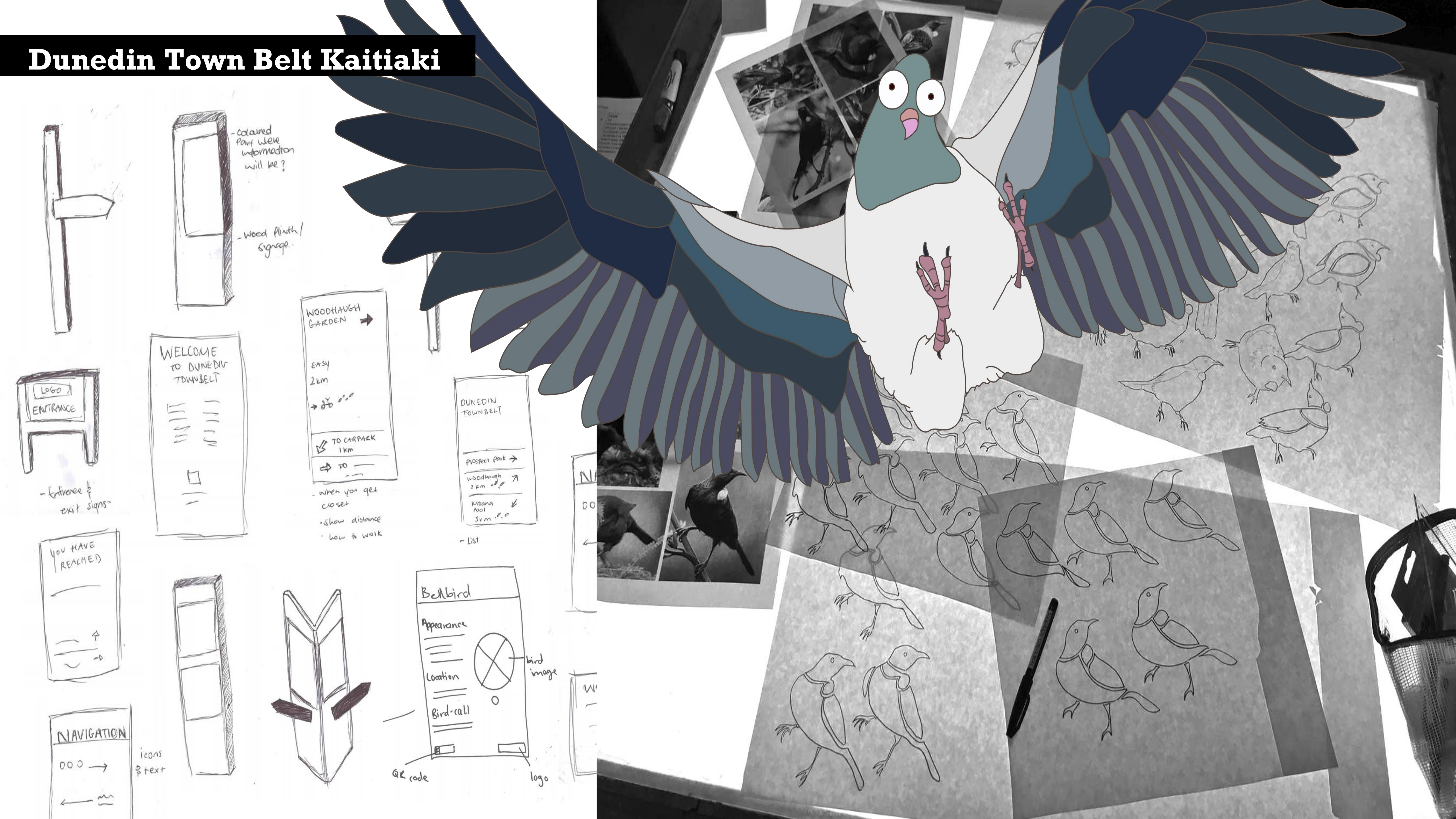


# Dunedin Town Belt Kaitiaki

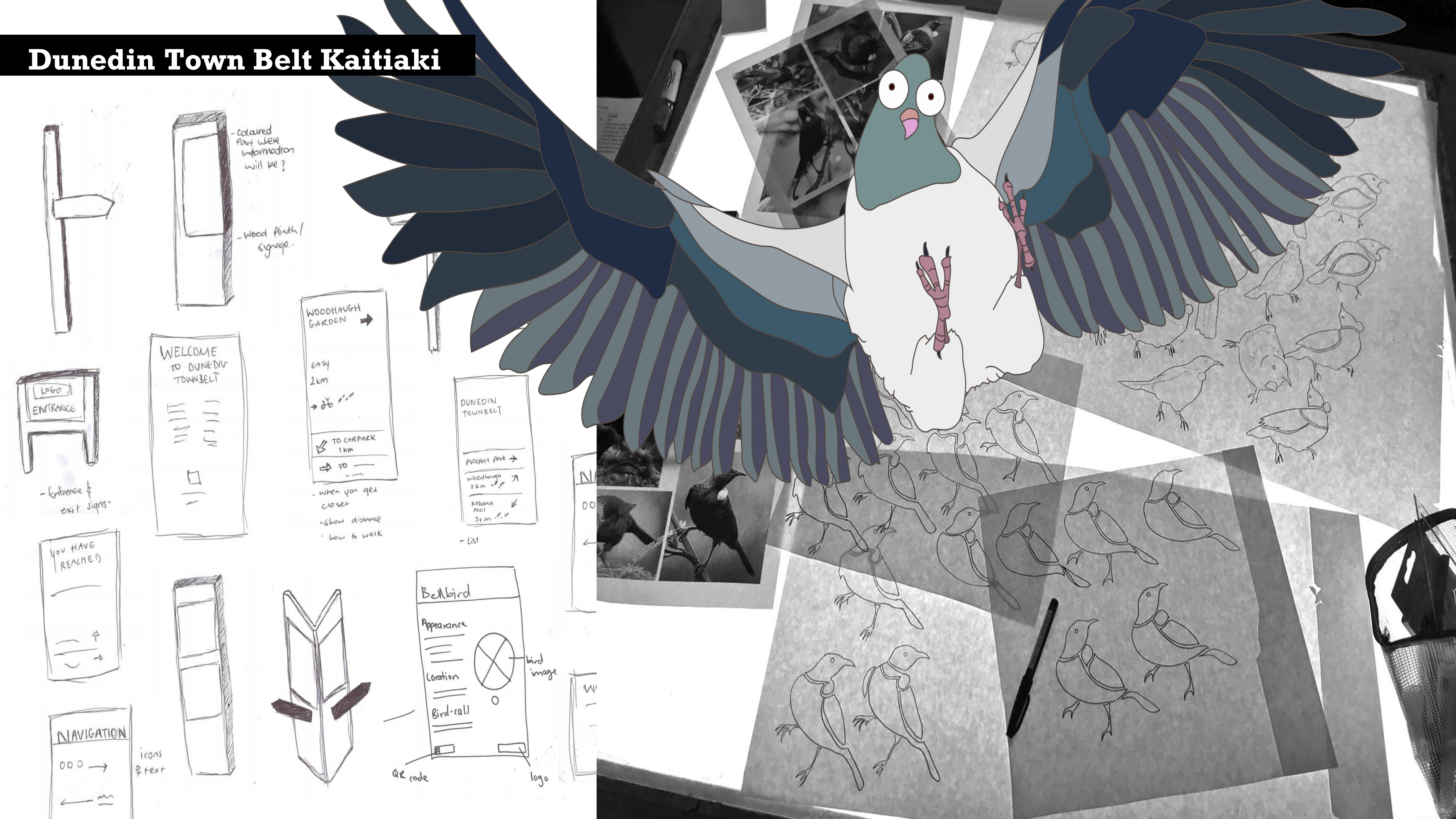


# Dunedin Town Belt Kaitiaki

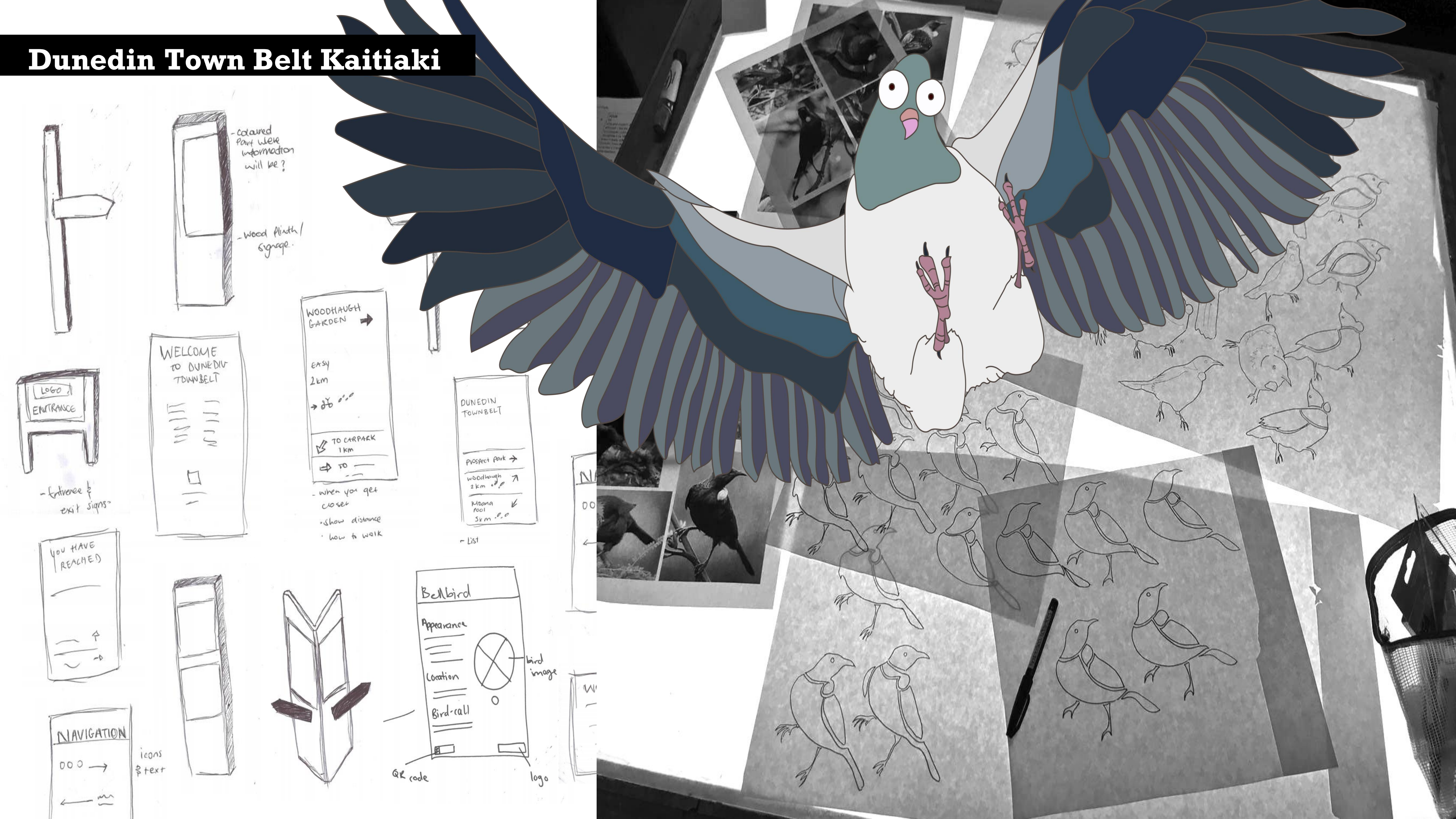
# Dunedin Town Belt Kaitiaki



# Dunedin Town Belt Kaitiaki



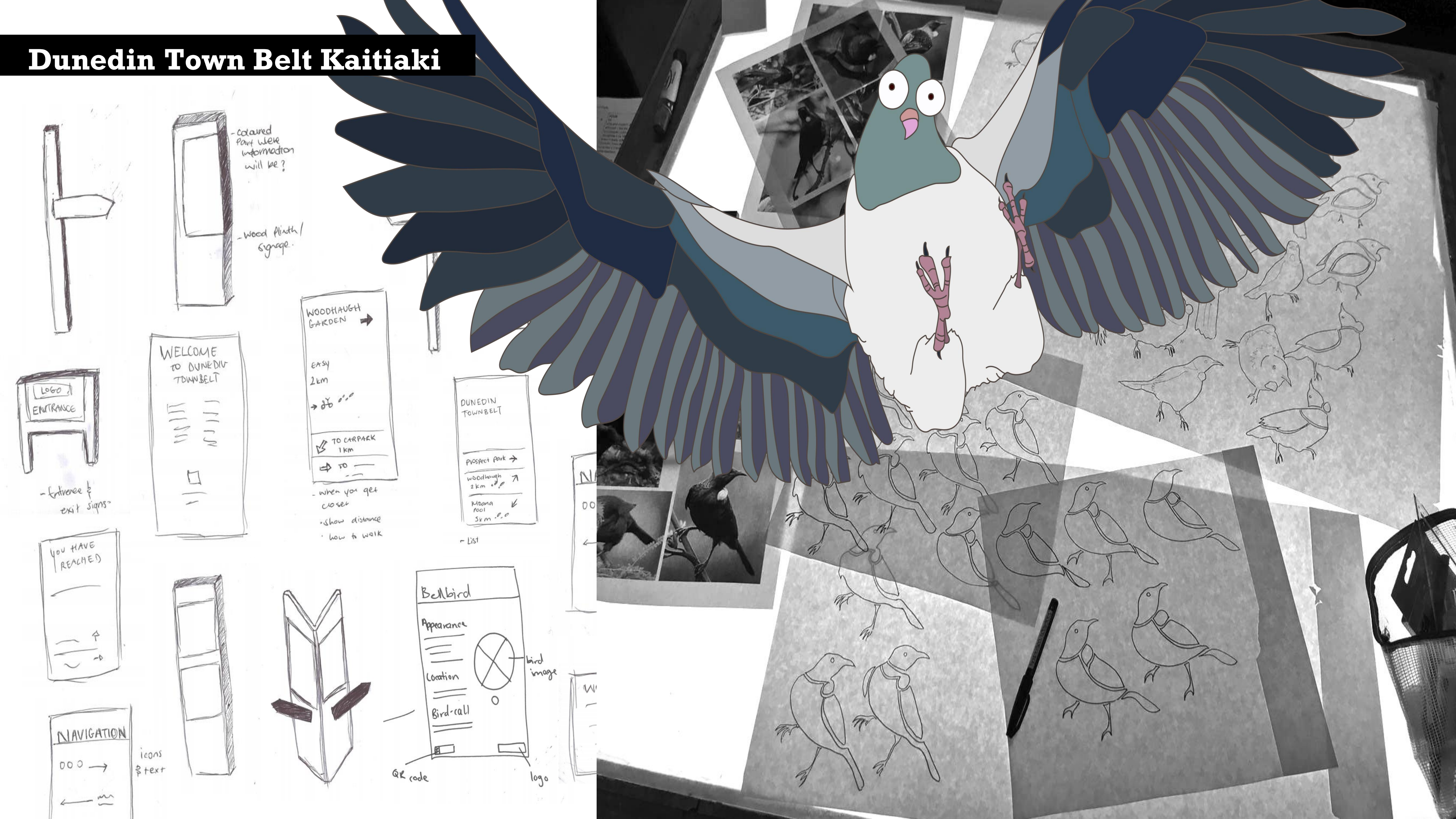
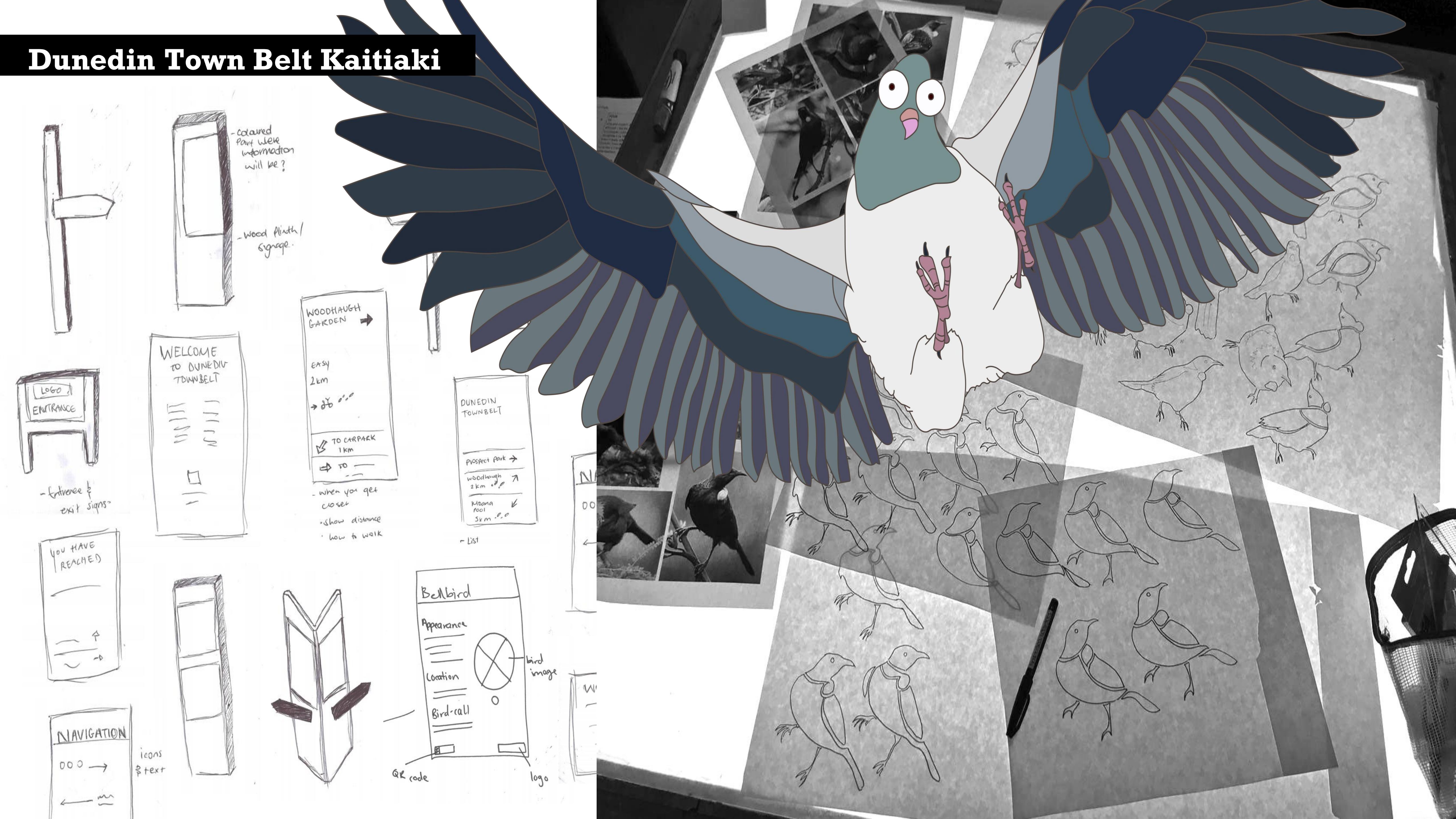
# Dunedin Town Belt Kaitiaki



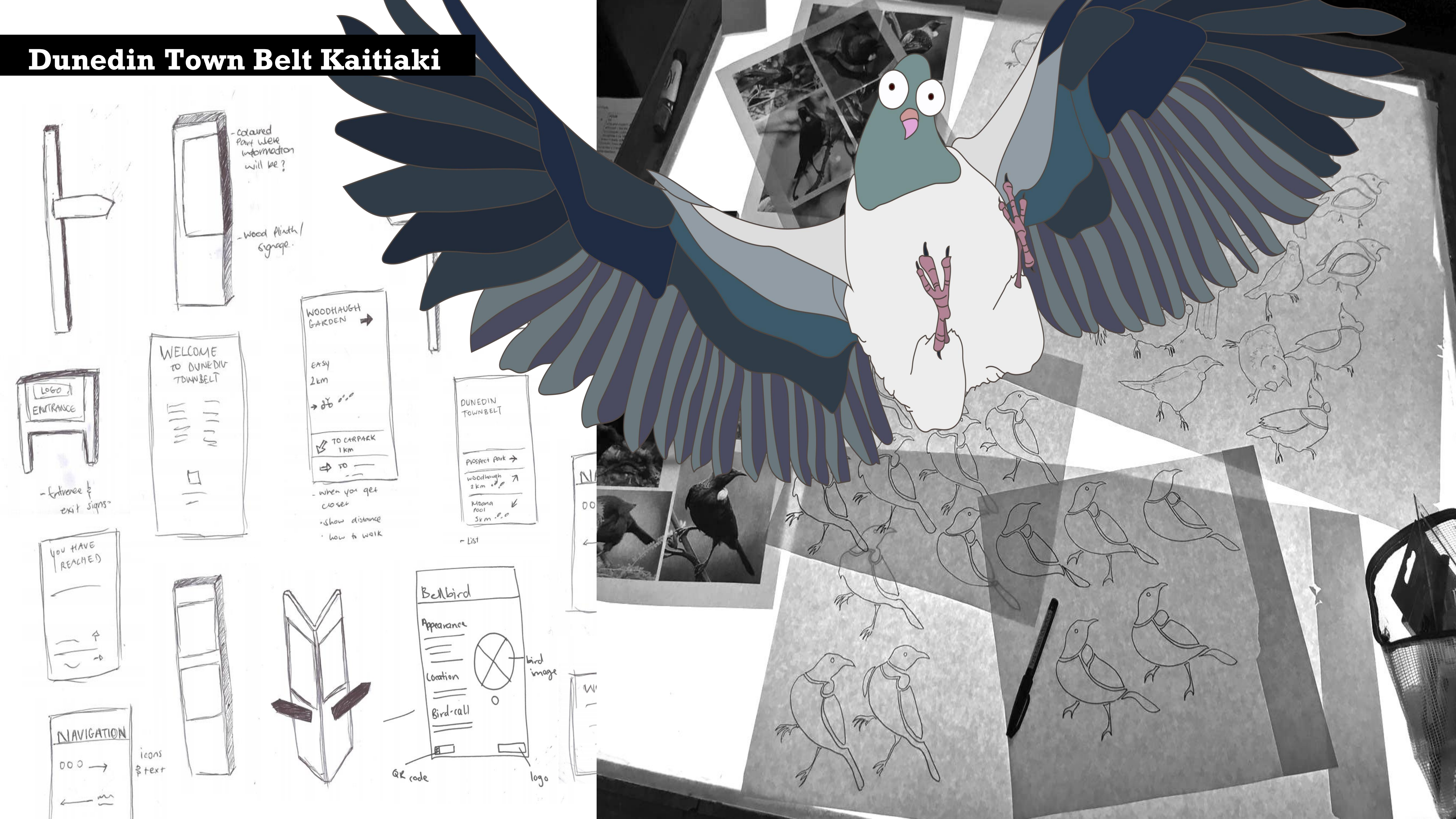
# Dunedin Town Belt Kaitiaki

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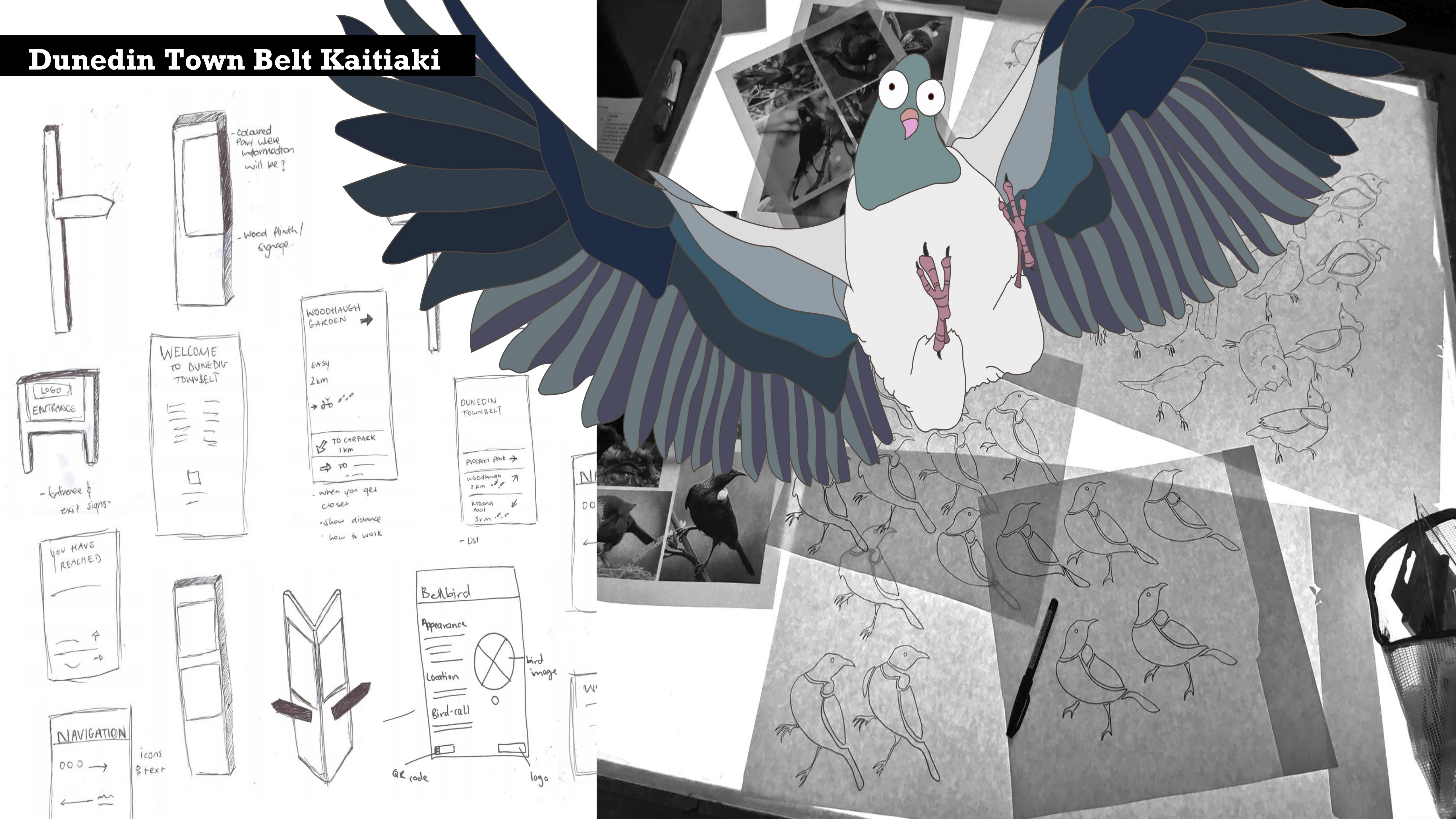
# Dunedin Town Belt Kaitiaki



# Dunedin Town Belt Kaitiaki



# Dunedin Town Belt Kaitiaki



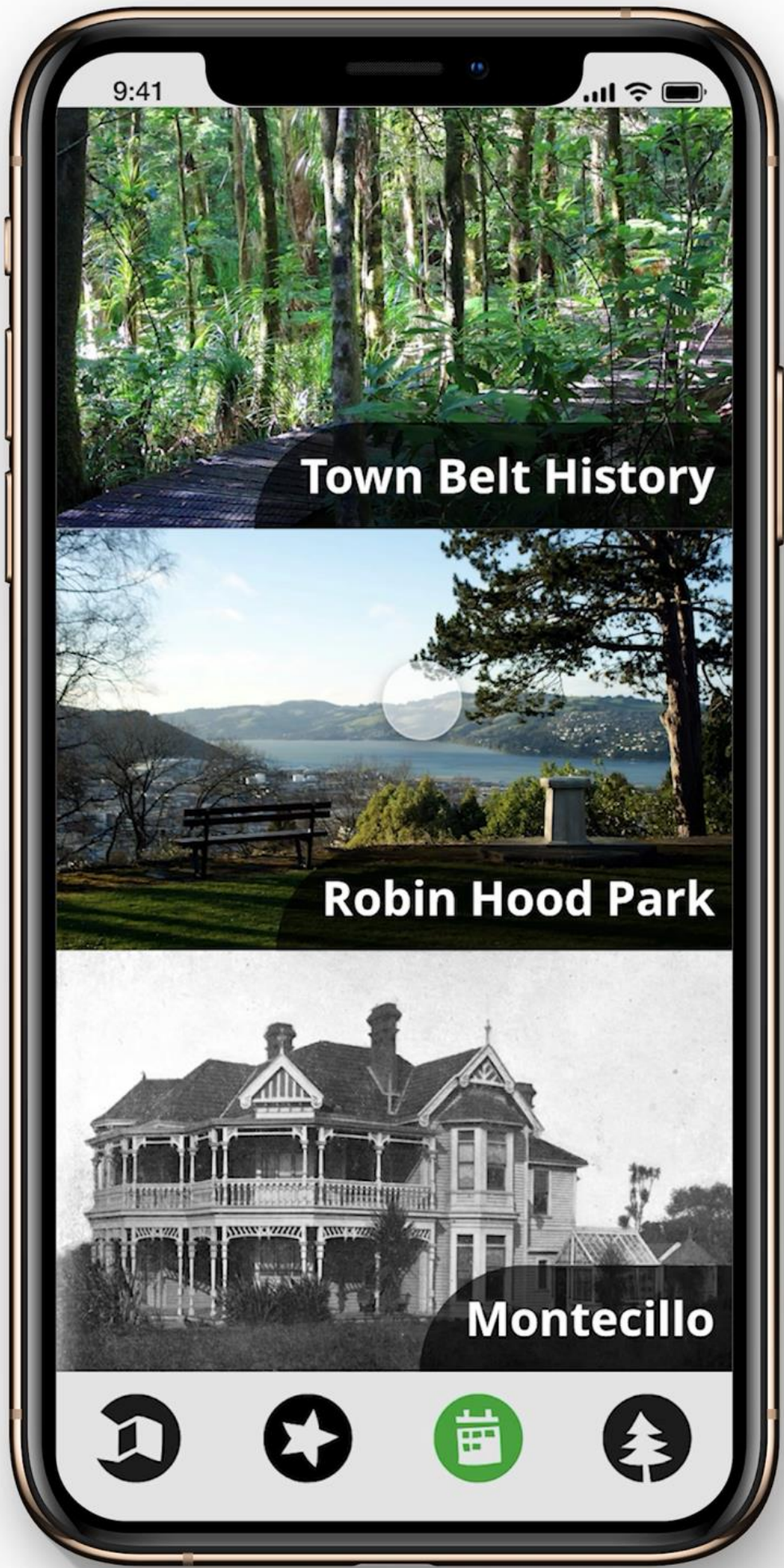
# Dunedin Town Belt Kaitiaki

# Dunedin Town Belt Kaitiaki

# Dunedin Town Belt Kaitiaki



# Dunedin Town Belt Kaitiaki



## Bellbird

### Appearance

Males are olive green with a dark patch on their eye and throat and black olive wing and tail. Females are a duller olive brown with yellowish-white curving from the base of the tail to below the eye. Both have a notably red eye.

### Location

Bellbirds are the most widespread and familiar songbird in the South Island, and are also common over much of the North Island.

### Diet

Although they have a brush-like tongue which is used to reach deeply into flowers in order to reach nectar, Bellbirds also feed on fruits and insects. Feeding on insects they also an important ecological role in pollinating the flowers of many native trees and shrubs, adding to the regeneration.

### Bird-call

Bellbird song consists of three distinct notes similar to the sound of chiming bells.

For more information on Town Belt Kaitiaki visit the QIT online or visit [www.townbeltkai.co.nz](http://www.townbeltkai.co.nz)



Press to hear me sing



## Jubilee Park

### 1860

In the 1860s Jubilee Park was used by miners on their way to the Central Otago goldfields.

One of the last city Councils that and most controversial decisions an administrator of the Town Belt (November 1866), was to lease it out for grazing.

The Committee set up to co-ordinate Dunedin's celebration of Queen Victoria's Jubilee and local over management as well as parks and recreation from the Botanic Gardens, in order to create a garden representing the flora of the Empire. An Act was passed by the Mayor as part of the Jubilee Celebrations, and further plantings were carried out.

For a time Victoria Park (now Jubilee Park) was with the botanic garden as a pleasure garden.

The involvement in the Jubilee project of Thomas Brown saw the creation of the Dunedin Amenity Society in 1865.



Victoria Park

For more information on Town Belt Kaitiaki visit the QIT online or visit [www.townbeltkai.co.nz](http://www.townbeltkai.co.nz)

For more information on Town Belt Kaitiaki visit the QIT online or visit [www.townbeltkai.co.nz](http://www.townbeltkai.co.nz)

## Tree Fuchsia

(Fuchsia Excorticata)

### Appearance

The Kikarua is considered to be the world's largest Fuchsia. In dense forest conditions trees can reach 12 metres in height and a meter in diameter. The trees are identified by their distinctive yellow leaves, which are smooth to the touch. These seeds can be found in abundance beneath the tree's canopy.

### Location

Tree Fuchsia is widespread throughout New Zealand, spreading as far south as the Auckland Islands. Groves from sea level up to 1,000m, particularly alongside creeks and rivers.

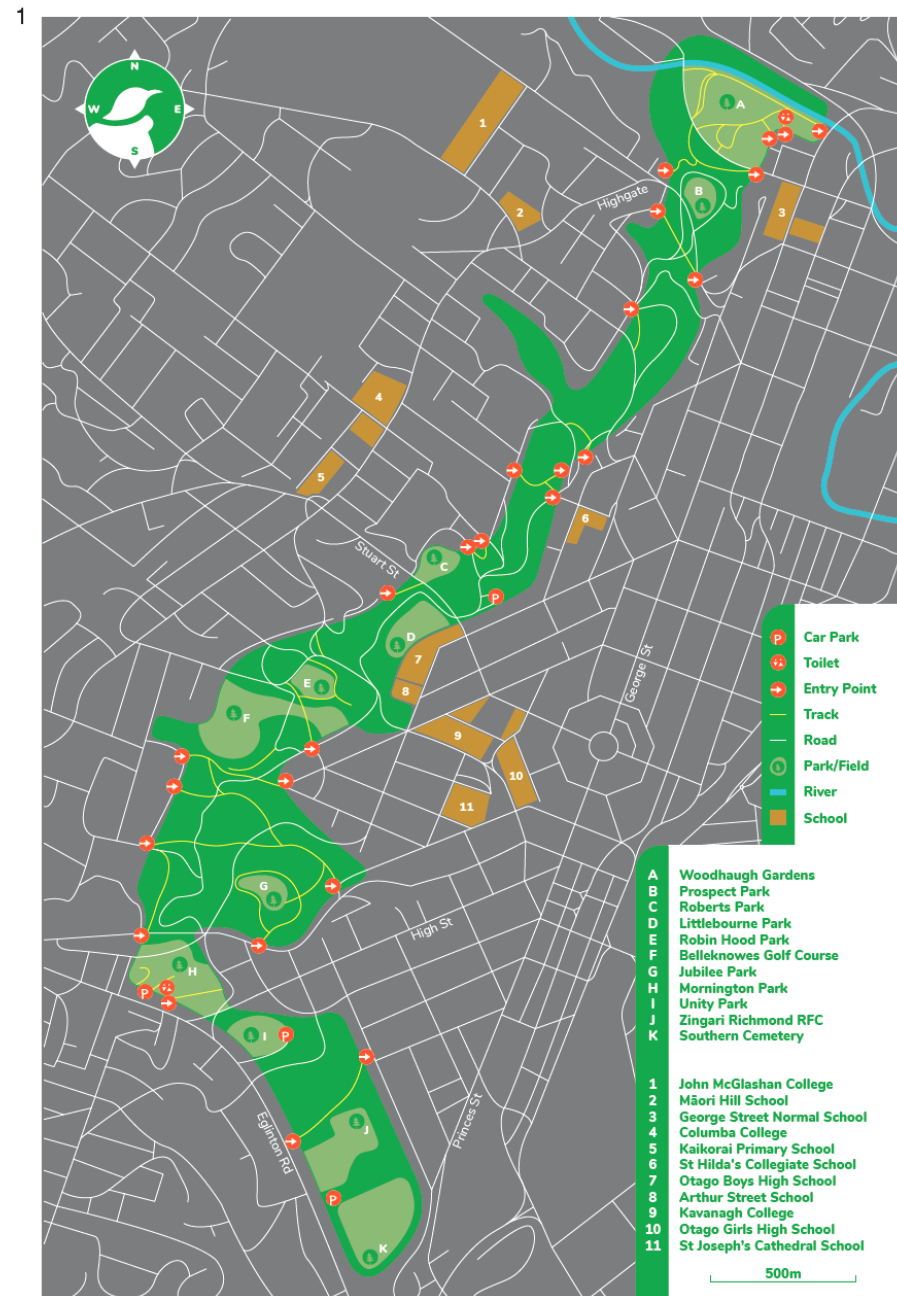
### Facts

Produces dark purple berries that are edible and taste similar to blueberries. Nectar-rich flowers are visited by honey-eating birds, especially Tū, Bellbirds and Silver eyes.



For more information on Town Belt Kaitiaki visit the QIT online or visit [www.townbeltkai.co.nz](http://www.townbeltkai.co.nz)

For more information on Town Belt Kaitiaki visit the QIT online or visit [www.townbeltkai.co.nz](http://www.townbeltkai.co.nz)





## Dunedin Town Belt Kaitiaki



## Polytechnic students collaborate with pupils

By Jessica Wilson

f 138 t 0 w

News > Dunedin



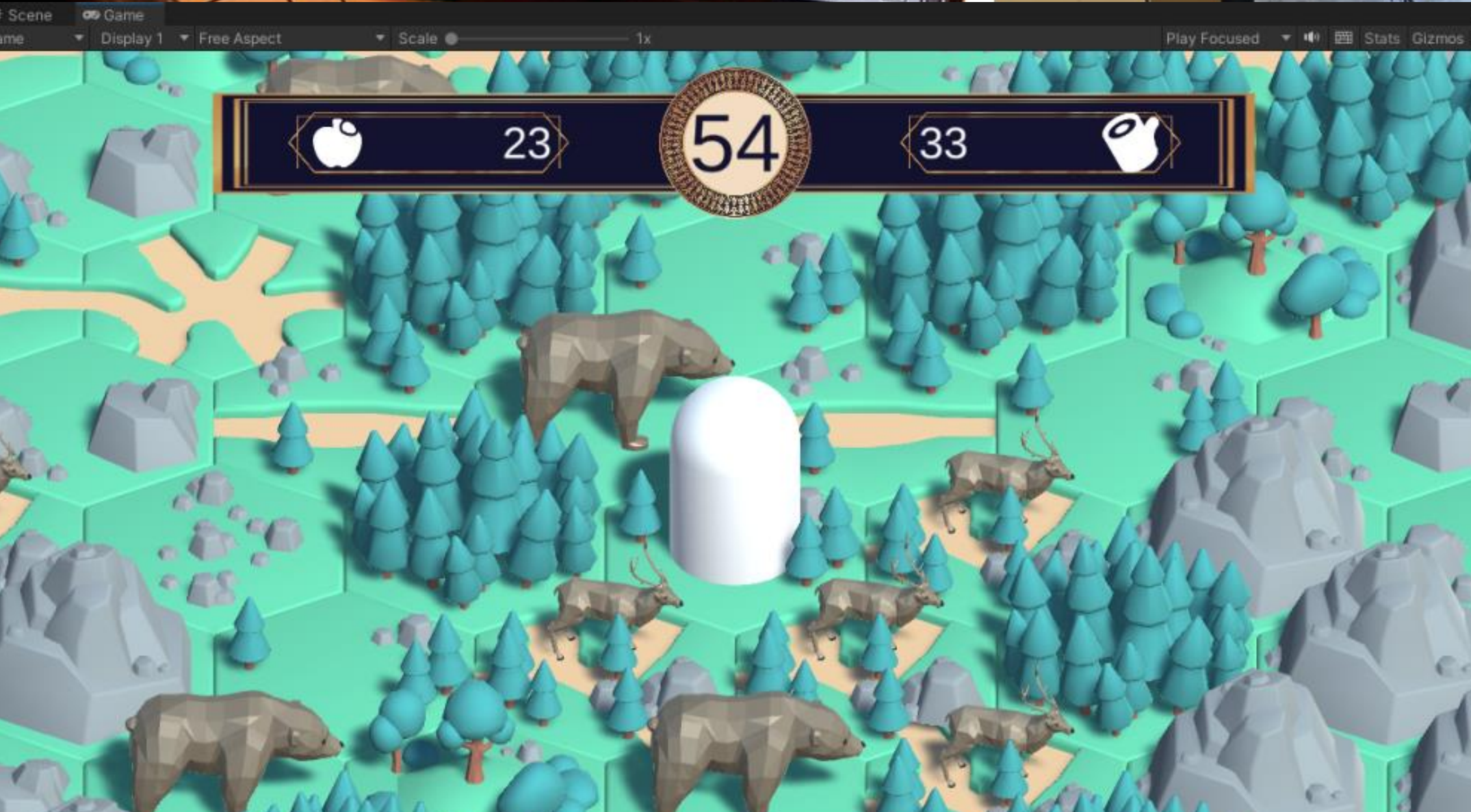
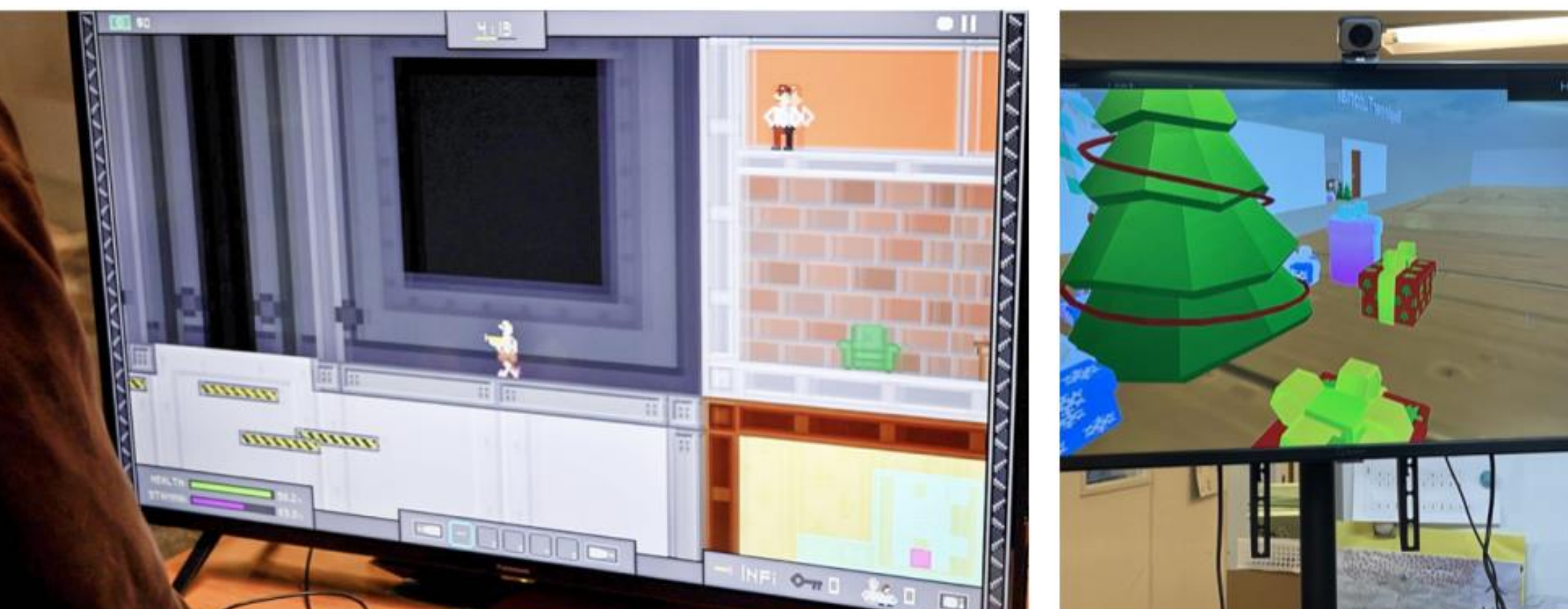


# PBLC Example 3

Cross Pacific Game Jam

Dunedin x Tokyo



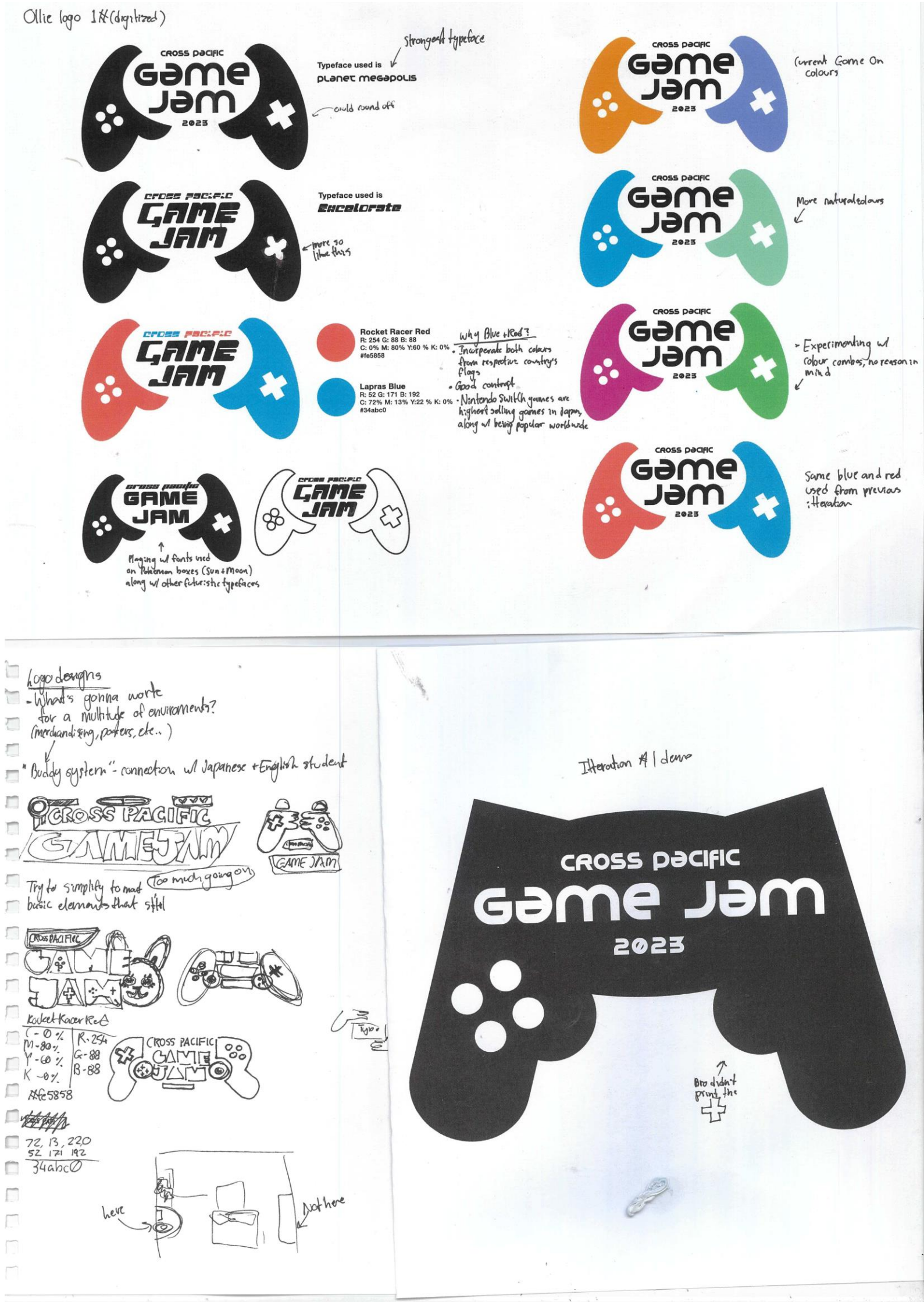




# Cross-Pacific Game Jam



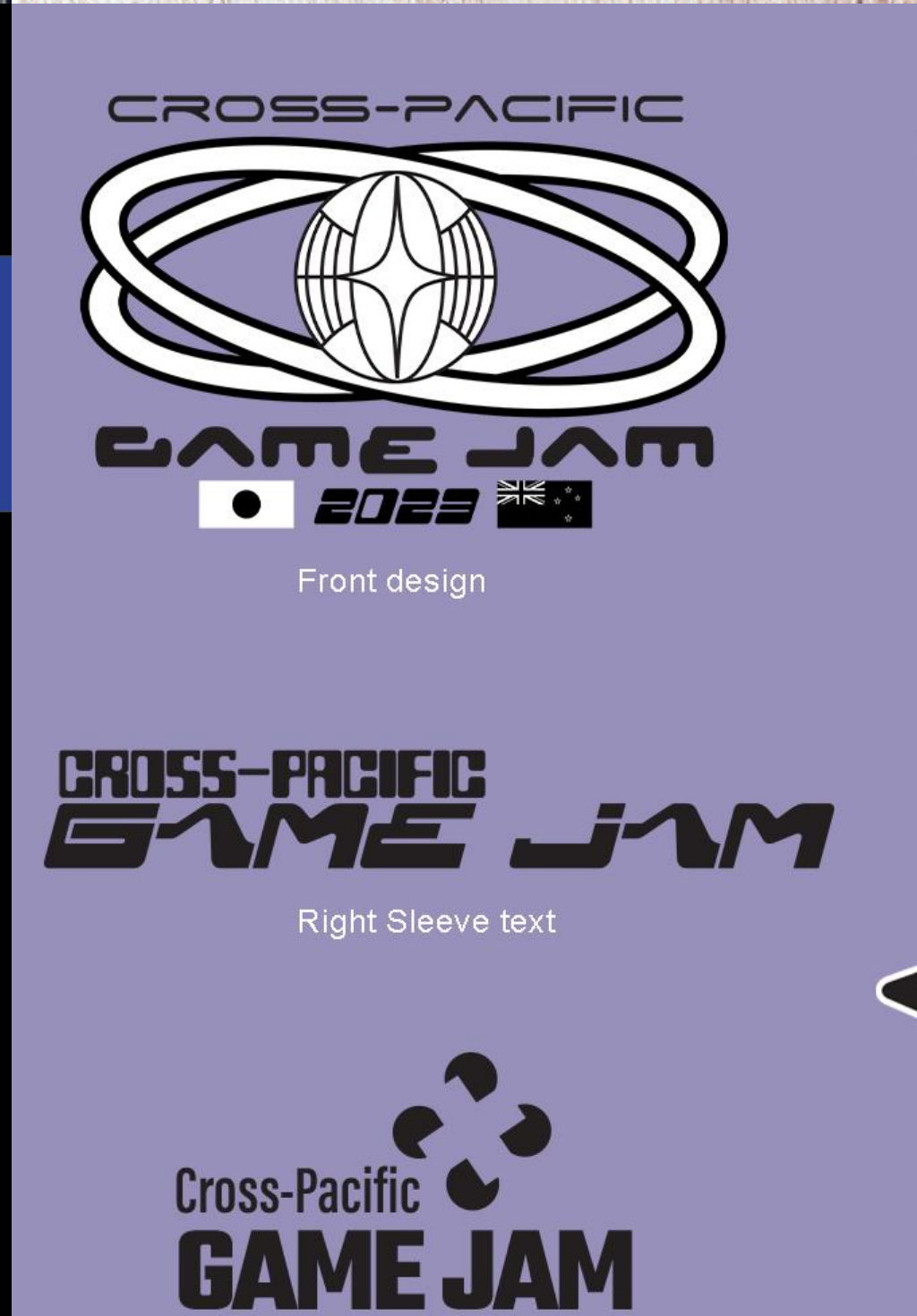
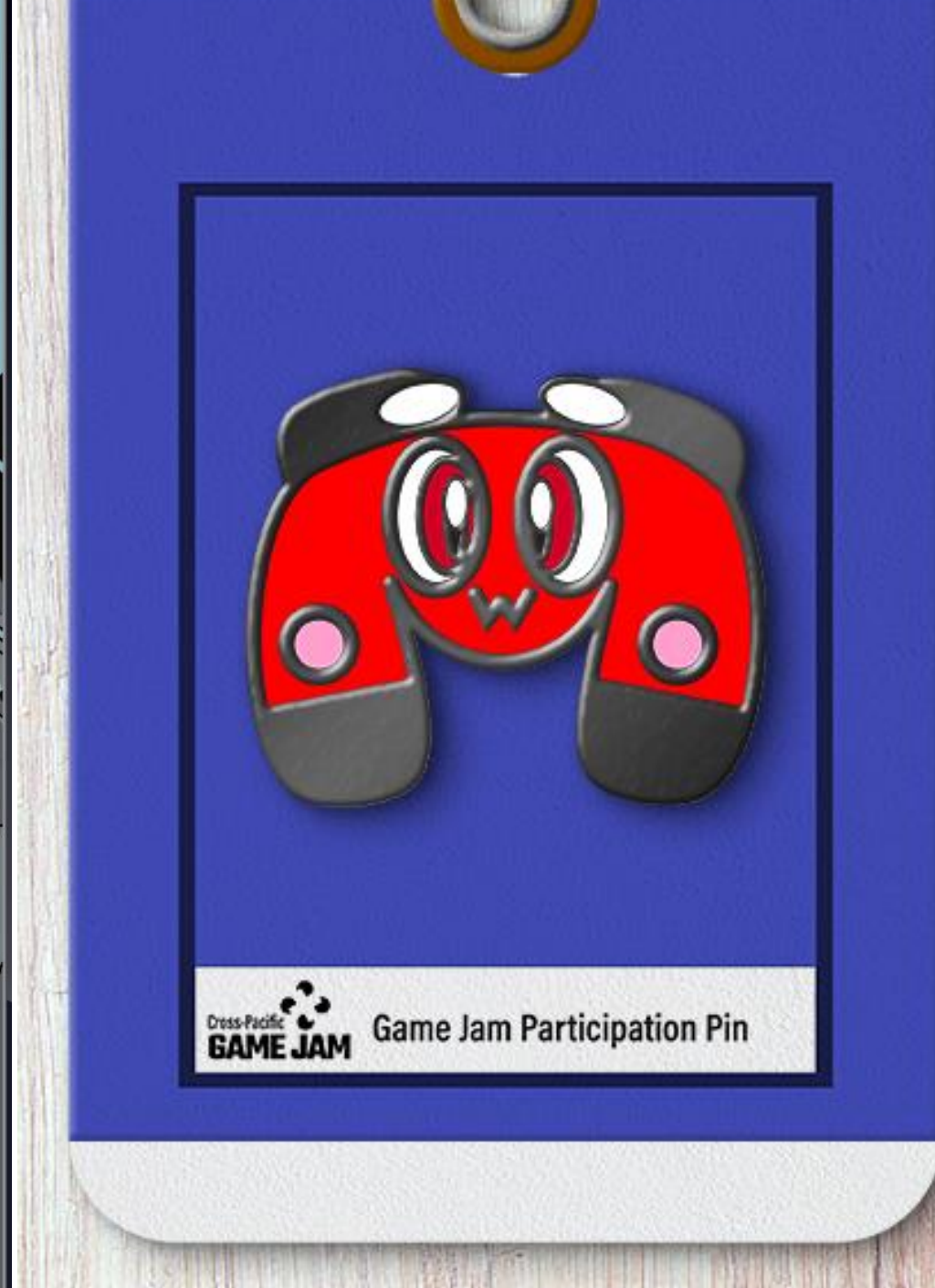
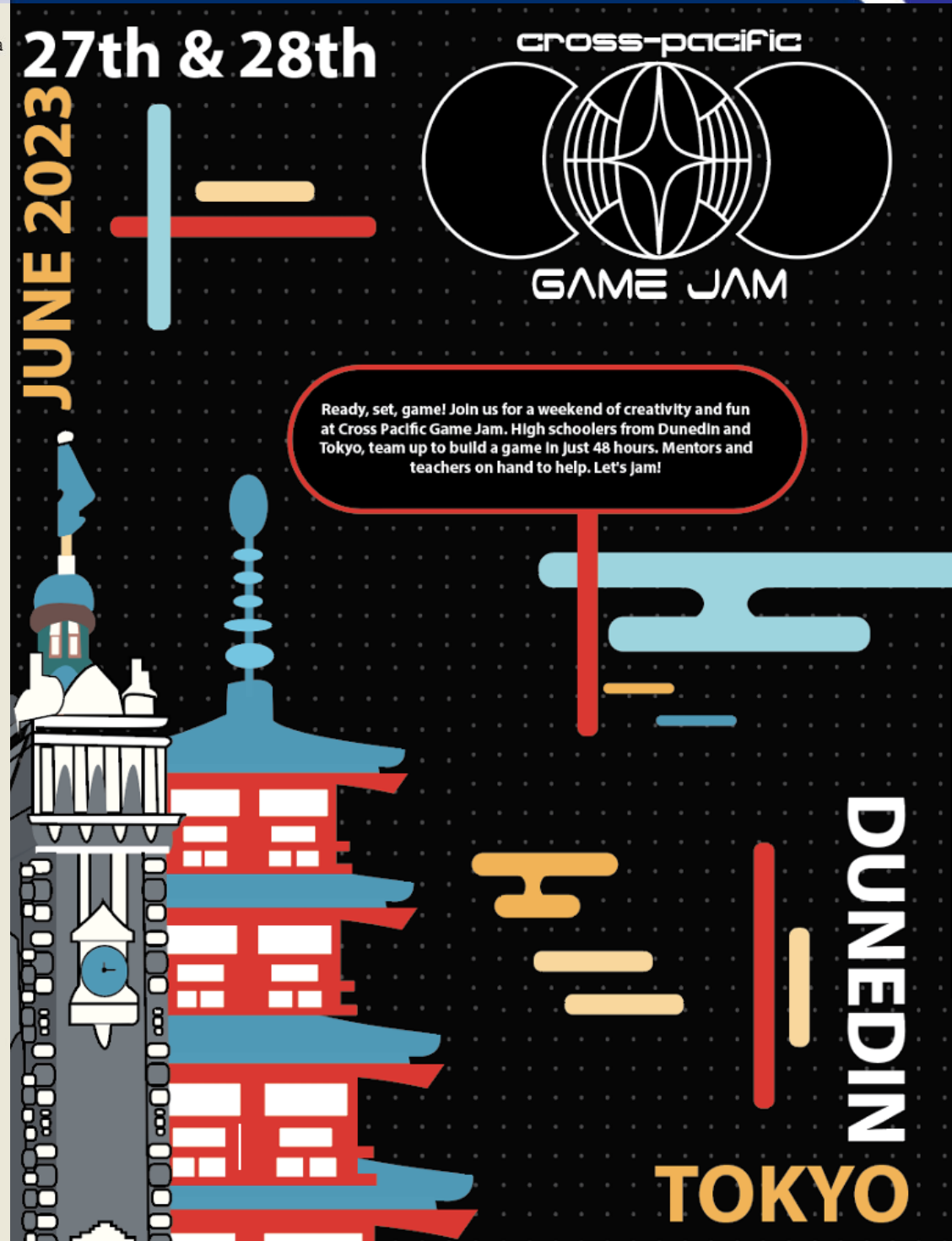
Acumin Variable Concept-  
Condensed Semibold  
**TEKO-Bold**







# Cross-Pacific Game Jam





# Cross-Pacific Game Jam



Ready, set, jam!

Join us for a few days of creativity and fun at the Cross Pacific Game Jam. High schoolers from Otago and Japan, team up to build a game in just 2.5 days. Mentors and teachers on hand to help. Let's jam!

**DUNEDIN X TOKYO**  
**MAY 20 & 27-28**



dunedin

THINK  
NEW





# Cross-Pacific Game Jam





# Cross-Pacific Game Jam





# PBLC Example 4

The Making of the Te Moananui ā Kiwa  
for the Otago Polyfest



**Polyfest Banner**



Compilation image of computer artwork for "Te Moananui a Kiwa", final banners were eight meters long.





**Polyfest Banner**





# Analysis



# What can we learn from these case studies?

- 90% school leavers, require foundational design skills as well as professional and social skills
- Internships as an option throughout the second half of the degree (ranging from 4 weeks to 3 months)
- Giving students ownership
- Time to experiment and explore (cooperative and collaborative skills)
- Spontaneous integration of theory and practice
- Social interactions with clients, teams and other stakeholders



# Recommendation





Te Pūkenga

# Types of Learning

Work-based  
Learning

Provider-based  
Learning

Online  
Learning





Te Pūkenga

# Types of Learning

Work-based  
Learning

Project-based  
Learning with  
Communities

Provider-based  
Learning

Online  
Learning



**What are your thoughts  
about our recommendation?**



**Thank you**  
**Kā mihi nui**

**Project-based learning**  
**as work-based learning**

Dr Caroline McCaw  
Denise Narciso



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