Project-based learning as work-based learning

Dr Caroline McCaw
Denise Narciso

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What is communication design?

STAFF

Organic Traders Association
BRAND GUIDELINES
Clinton Chambers
+64 555 6785
Clinton@ota.co.nz
Organictraders.co.nz

MAKE
MAGAZINE ISSUE THREE TWENTY TWO

THE WORLD'S
BEST
MUSEUM
(BEER)
ENGLISH PALE ALE
4.7% ABV - 330ML

TOWN BELT
KAITIAKI

ARTS + PATHS
Stencil Kit
Contains 50+ Stencils
DRAW YOUR DREAMS

eco
ōtepoti
culture of mindfulness

Canon

GRADUATE
DESIGN
STUDENT
SHOWCASE
19-21
NOVEMBER
10AM-4PM

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

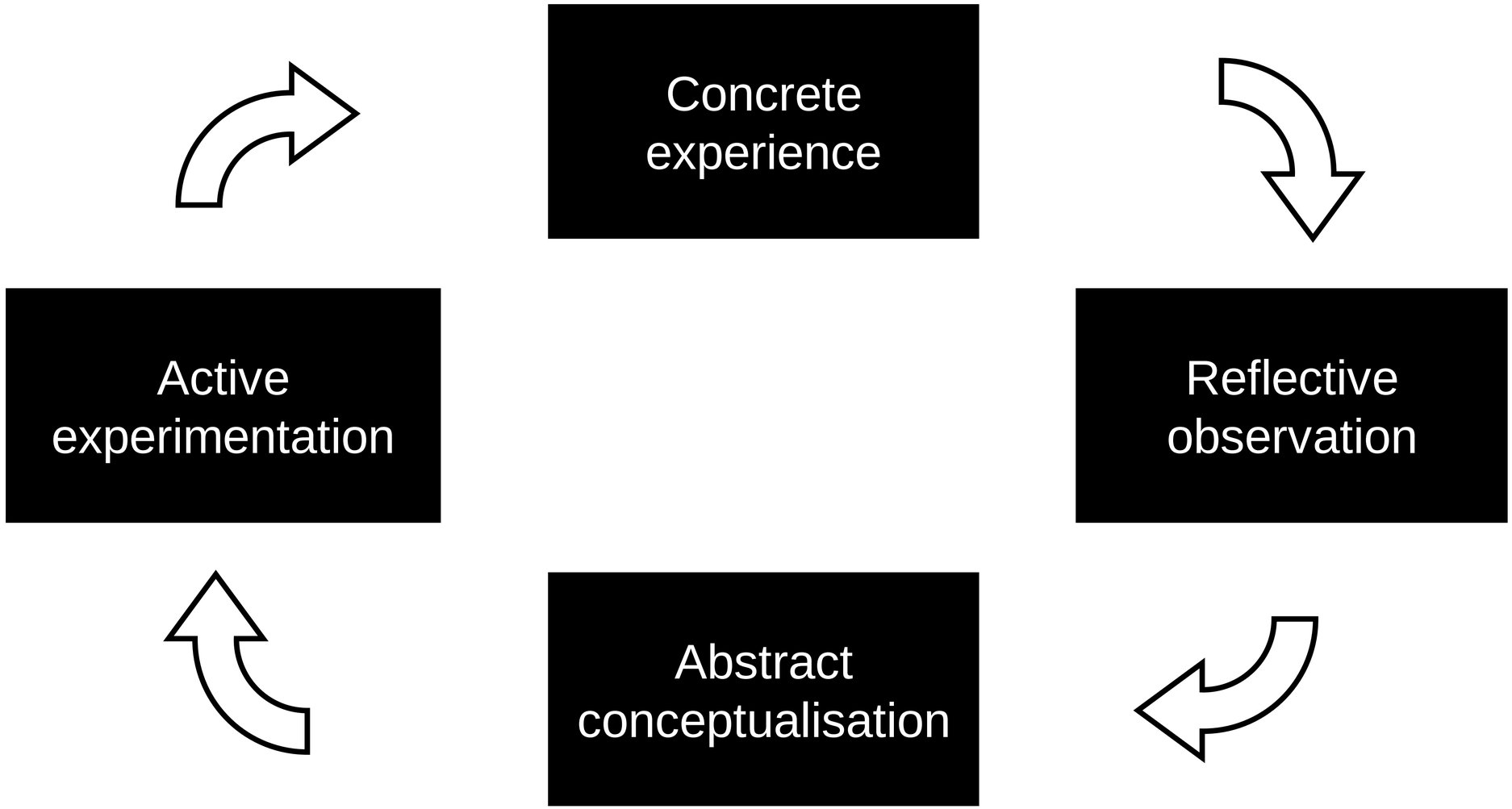
Experiential learning

"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

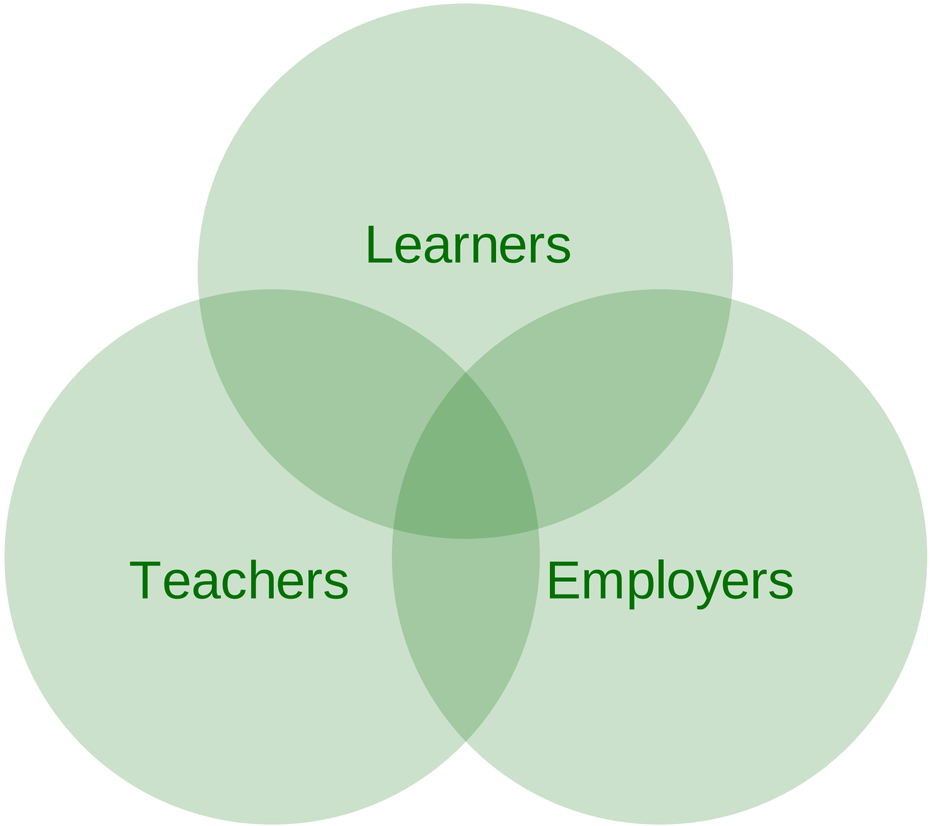
Project-based learning (PBL)

Learning around real-world projects

Thomas, 2000

Work-based Learning

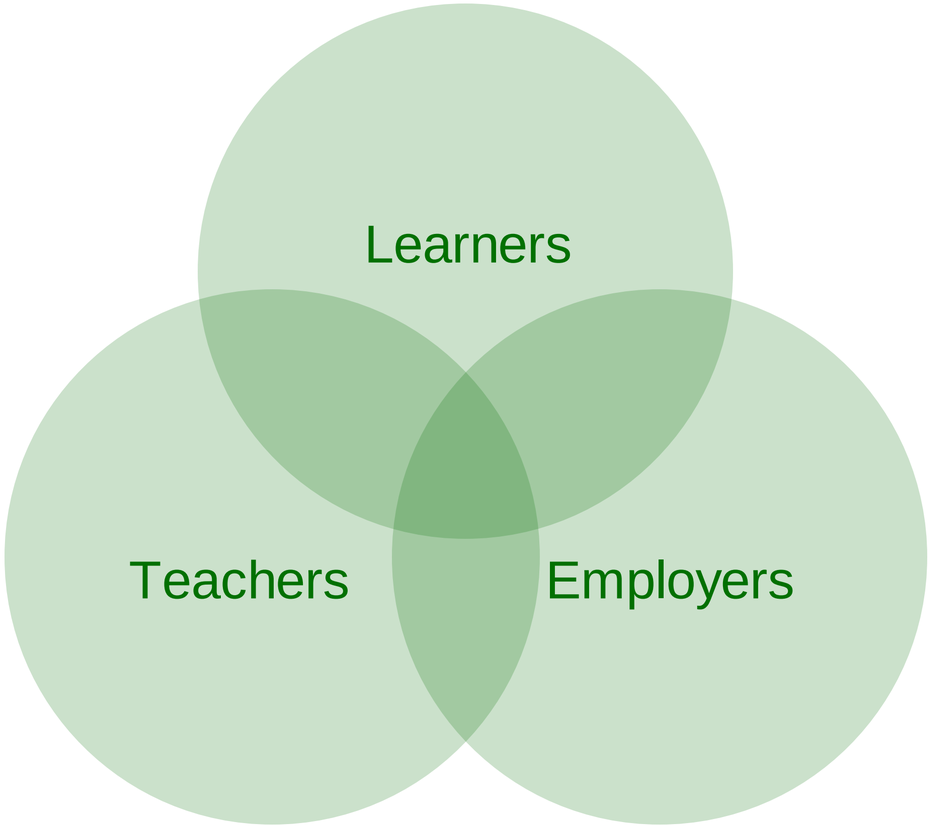
Work-based learning



Characteristics

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

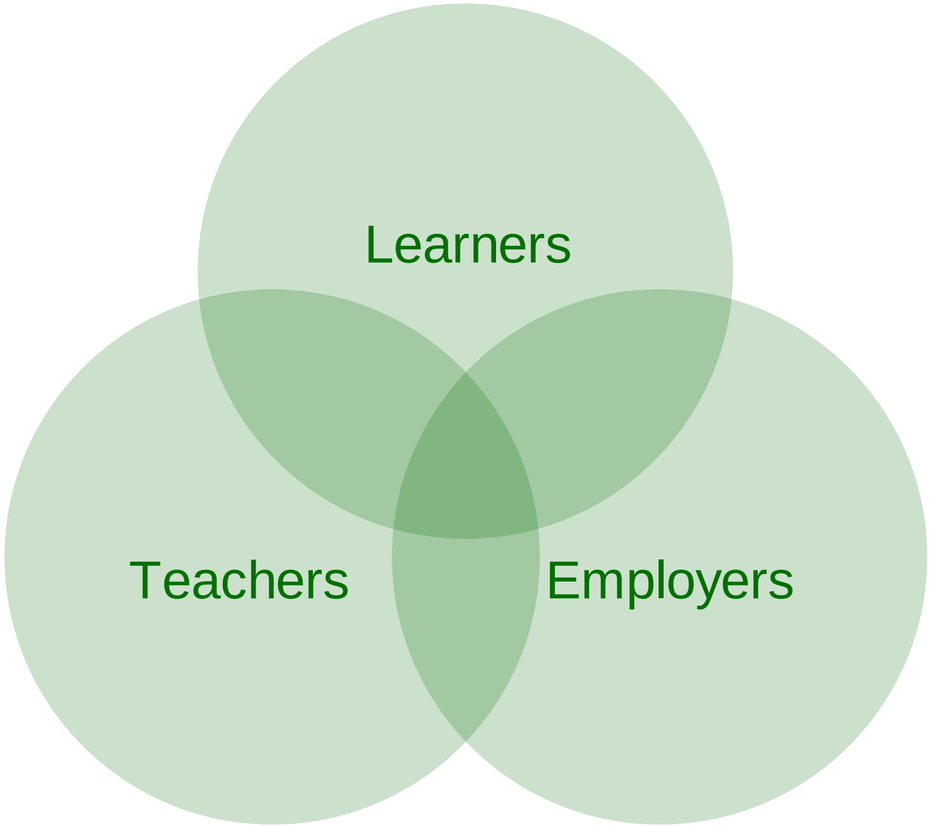
Work-based learning



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.

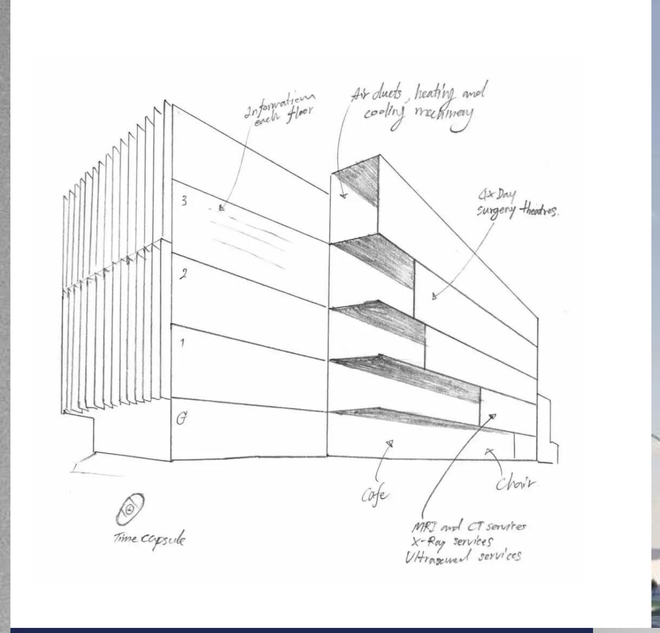
There is a **growing demand** from employers which resulted to more internship roles offered in the past years.

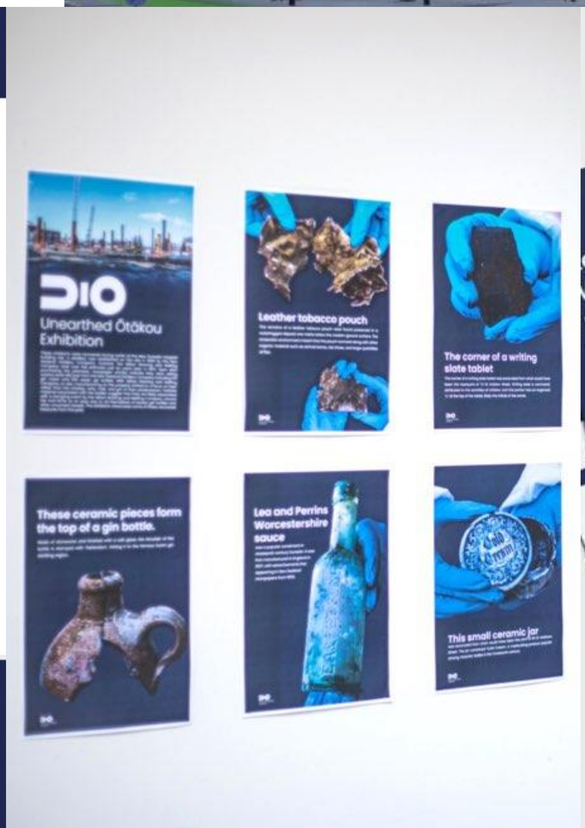
WBL Examples

Communication Design Internships

Best Uthakhamkong

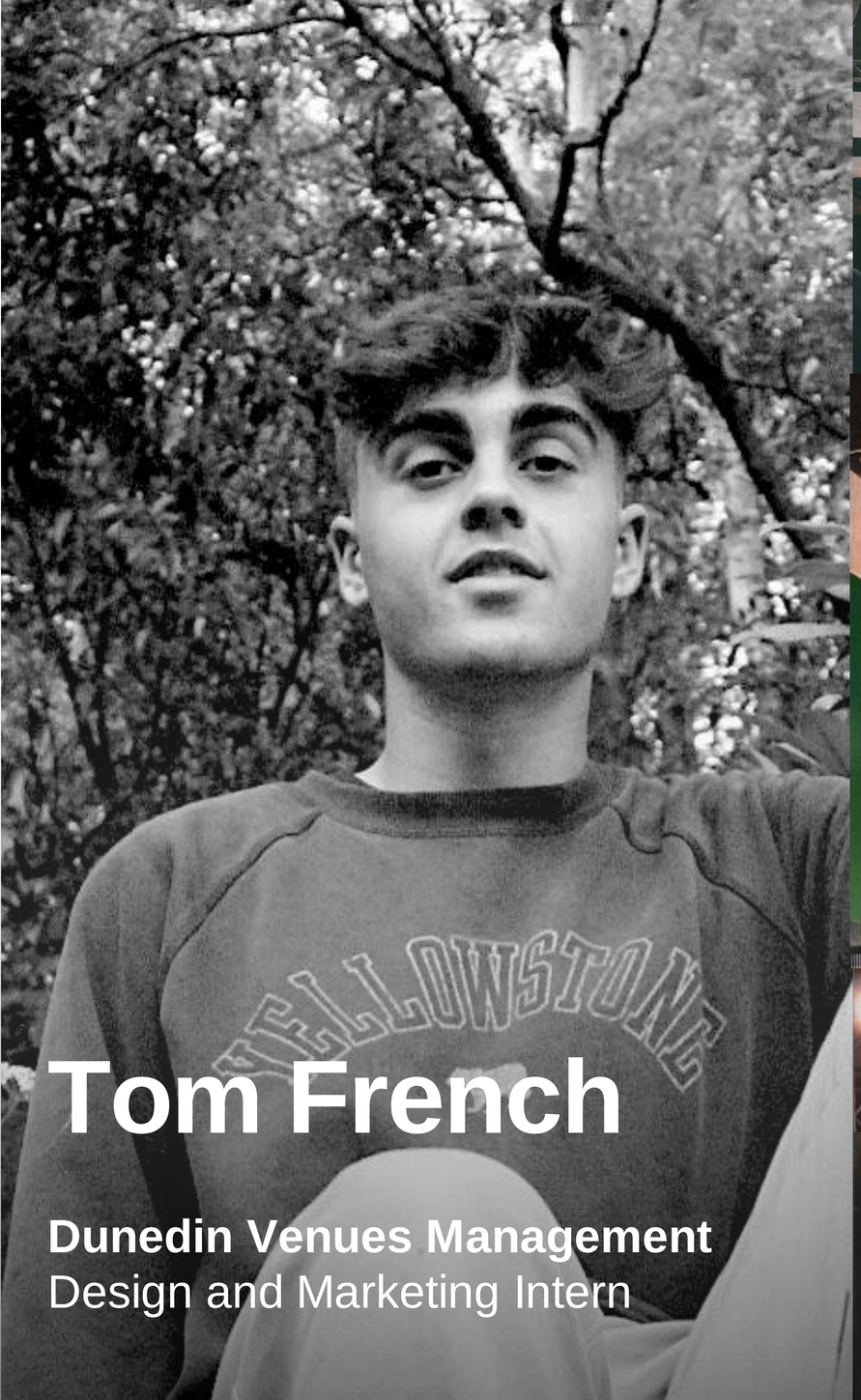
Te Whatu Ora
Graphic Design Intern





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

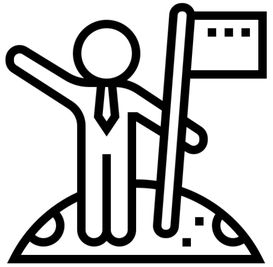
Project-based learning

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**.

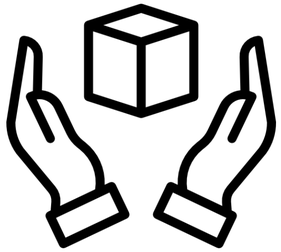
Hanney & Savin-Badem, 2013

What is High Quality Project Based Learning?

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



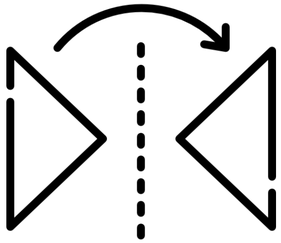
Intellectual Challenge and Accomplishment



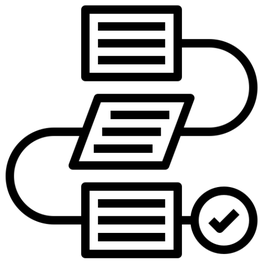
Public Product

Collaboration

Authenticity

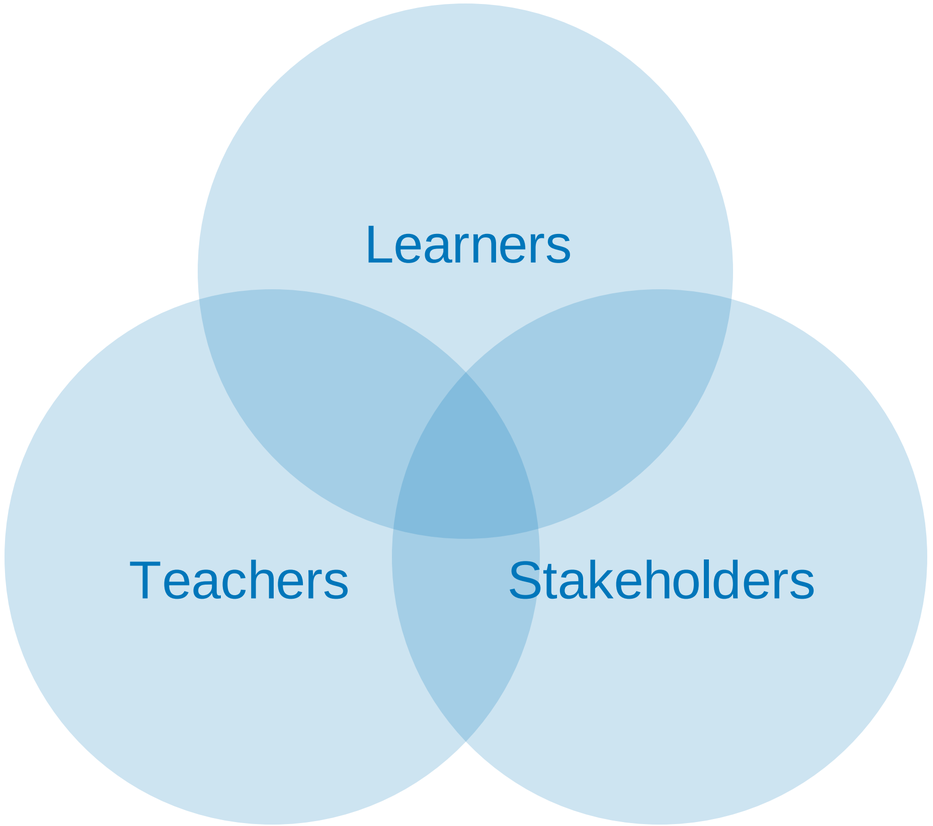


Reflection



Project Management

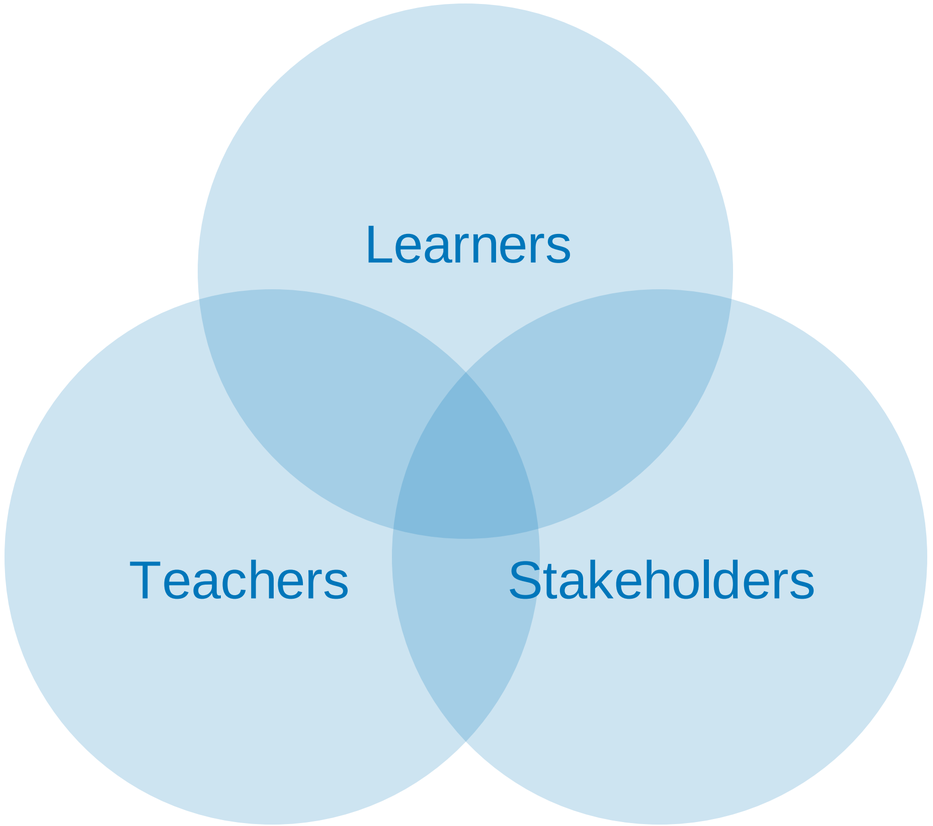
Project-based learning



Benefits

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

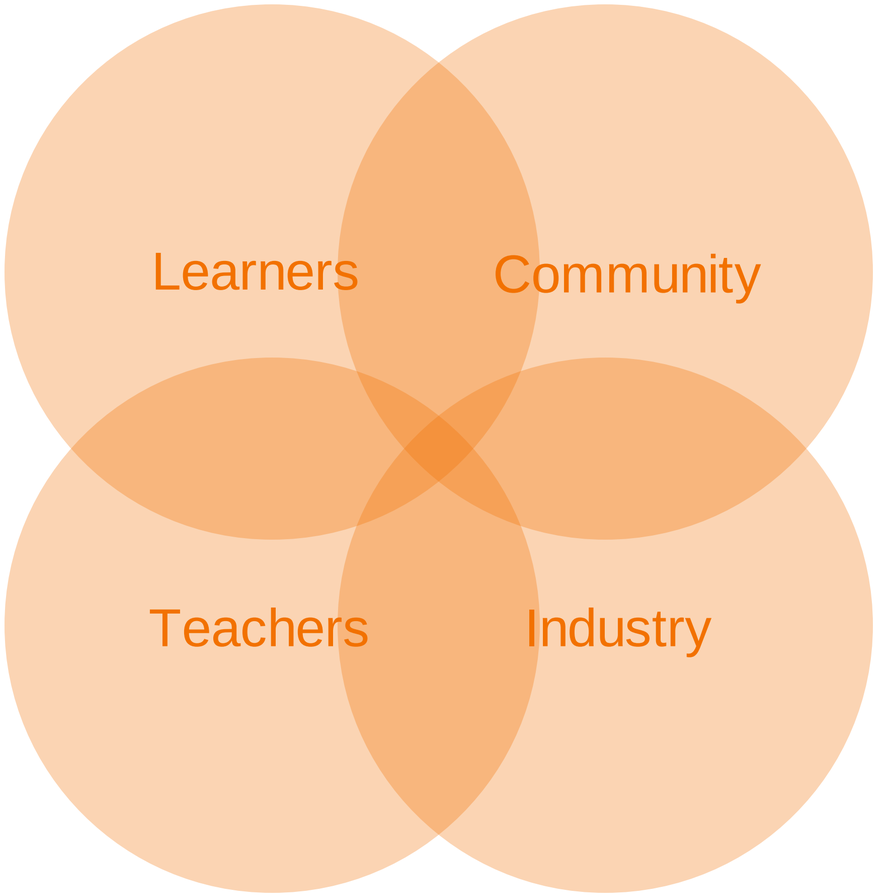
Project-based learning



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

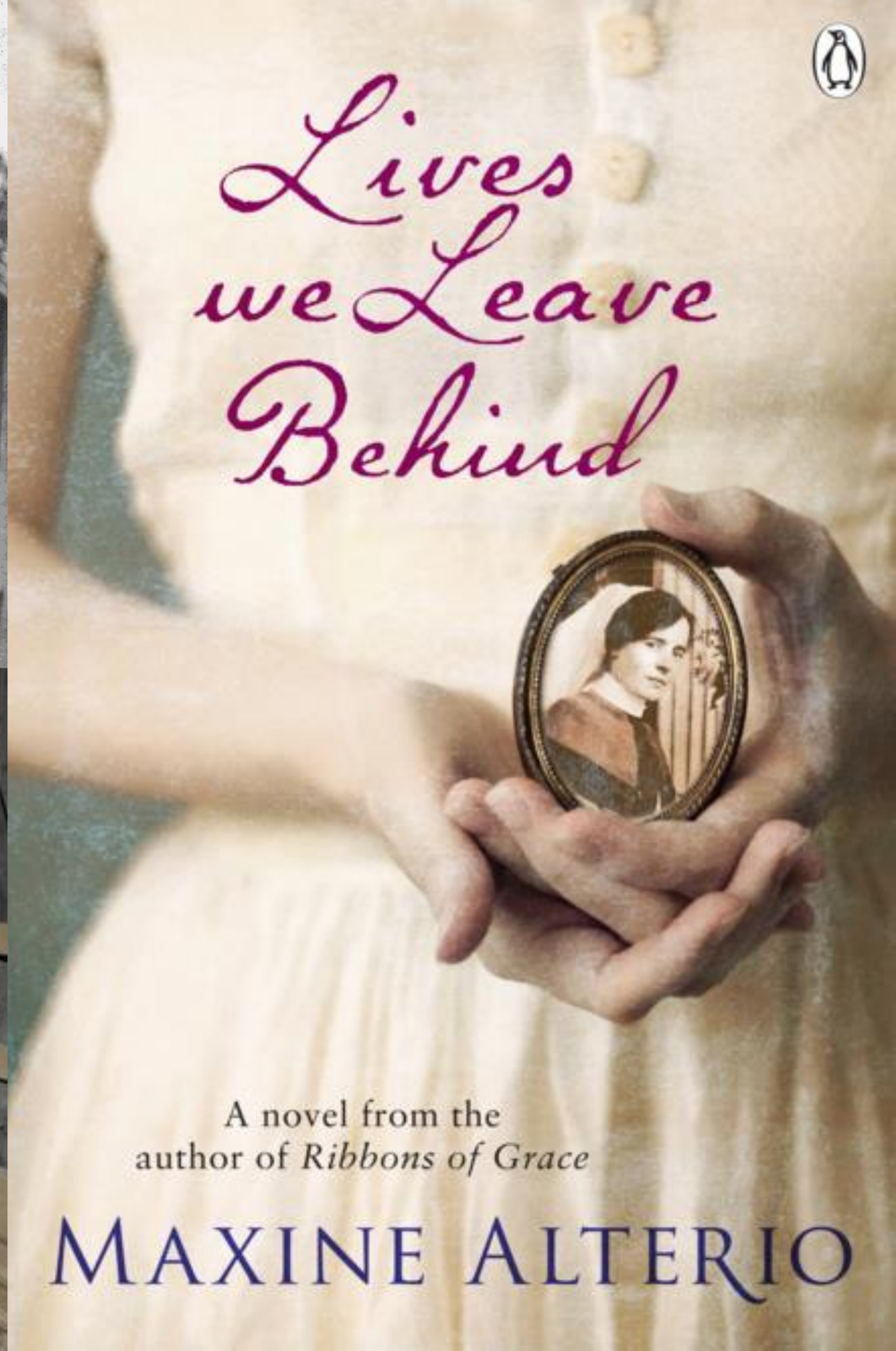
Based on Dr Maxine Alterio's historical novel *Lives We Leave Behind* (Penguin Books NZ, 2012; Prisma Editions, France, 2013).

OTAGOmuseum

OTAGO POLYTECHNIC
Te Kura Matatini ki Otago

Who Cared?

THE
POPPINN

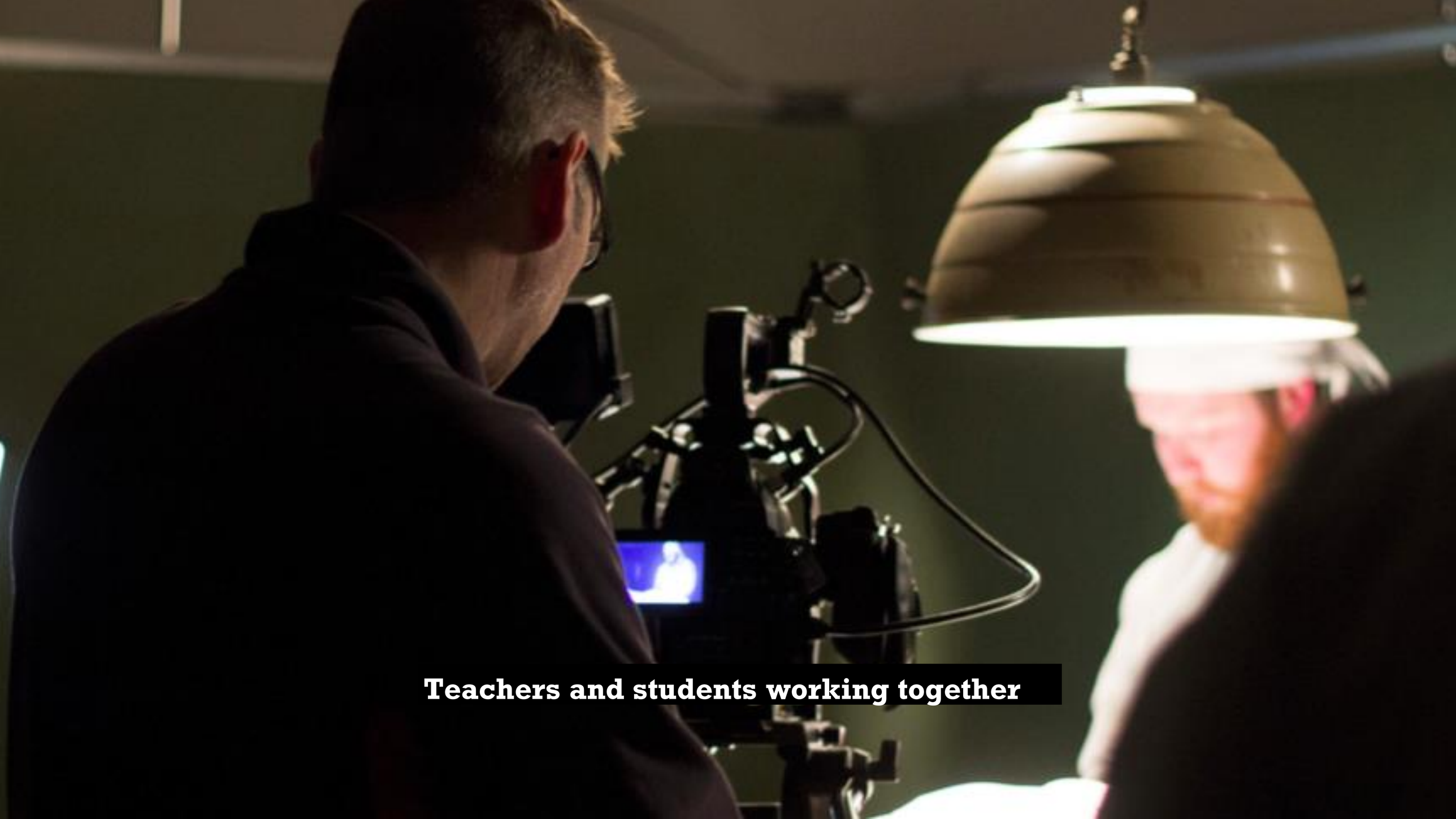

Lives we Leave Behind
A novel from the author of *Ribbons of Grace*
MAXINE ALTERIO

Who Cared?

Who Cared?
OTAGO NURSES IN WWI
nersive and interactive exhibition tells the
three nurses as they care for wounded
at the No. 1 New Zealand Stationary Hospital
ues, Northern France during the Great War.
nurses at work, pick up and read their letters, touch their
ions and discover their most private thoughts.
Who Cared? Otago Nurses in WWI is based on Dr Maxine
torical novel Lives We Leave Behind (Penguin Books NZ, 2012;
ions, France, 2013).
e courage and commitment of trained nurses who cared for
ted injured and dying soldiers during WWI, far from their
families.
think they coped? What do you think it was like for them?
Nurse Addie
Nurse Louisa
Nurse Penny
PLEASE TAKE ONE
OTAGO
POLYTECHNIC
Te Kura Matatini ki Otago

Who Cared?

HELP
POST OFFICE
GR



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

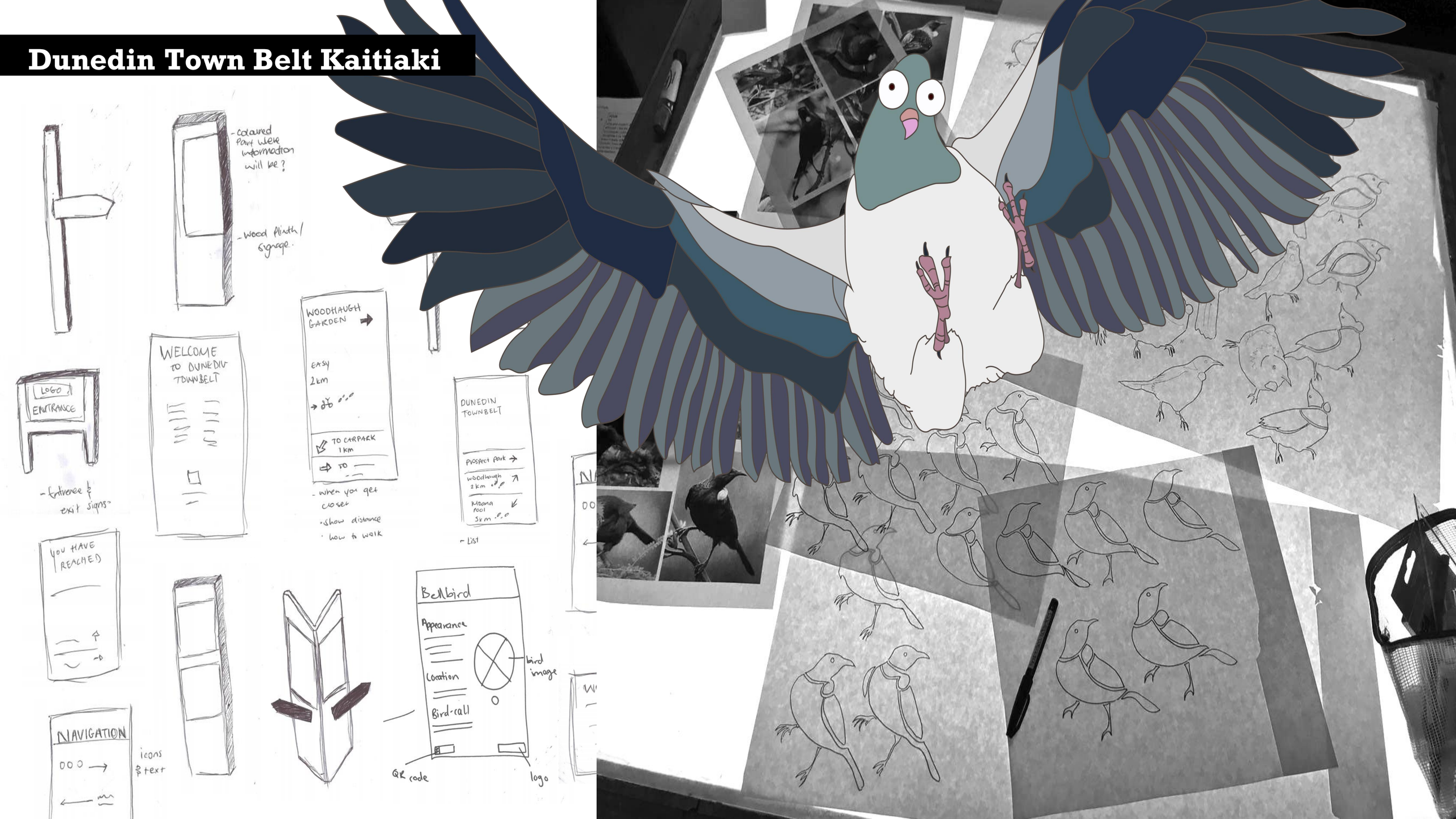
PBLC Example 2

Dunedin Town Belt Kaitiaki

Dunedin Town Belt Kaitiaki

Dunedin Town Belt Kaitiaki

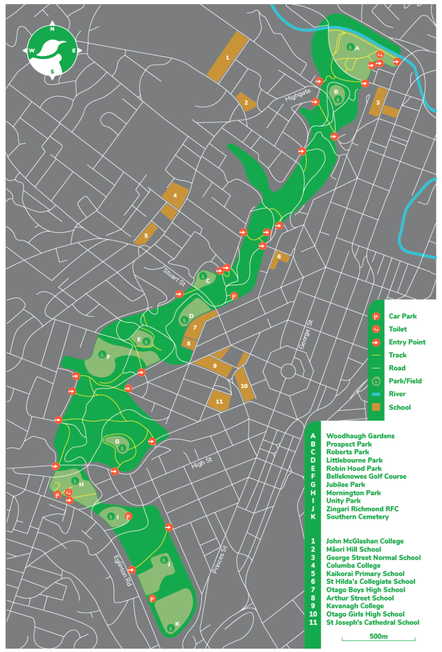
Dunedin Town Belt Kaitiaki



Dunedin Town Belt Kaitiaki

TOWN BELT KAITIAKI

1



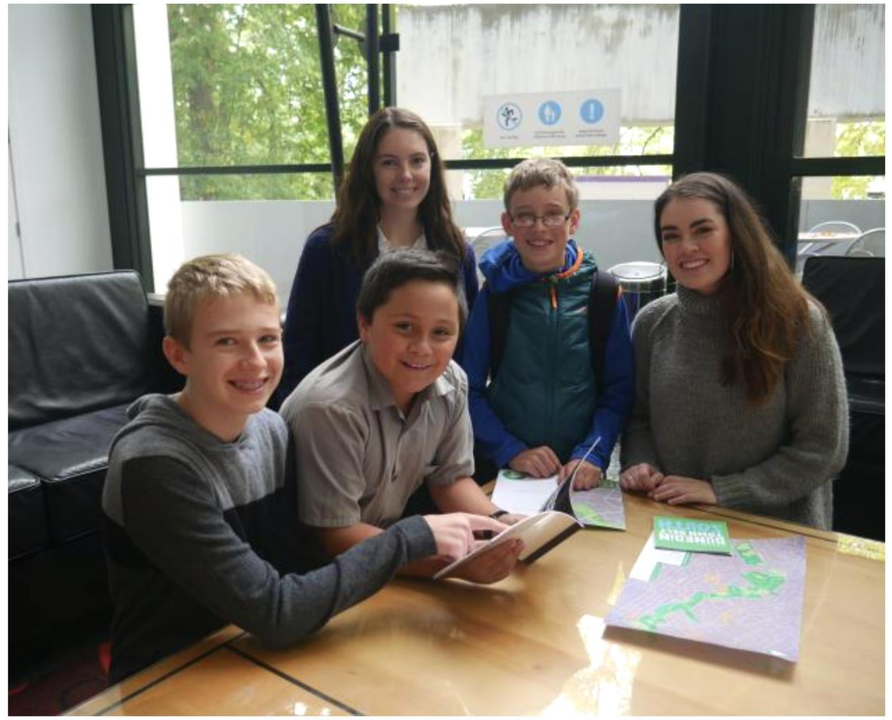
2

Dunedin Town Belt Kaitiaki

Polytechnic students collaborate with pupils

By Jessica Wilson

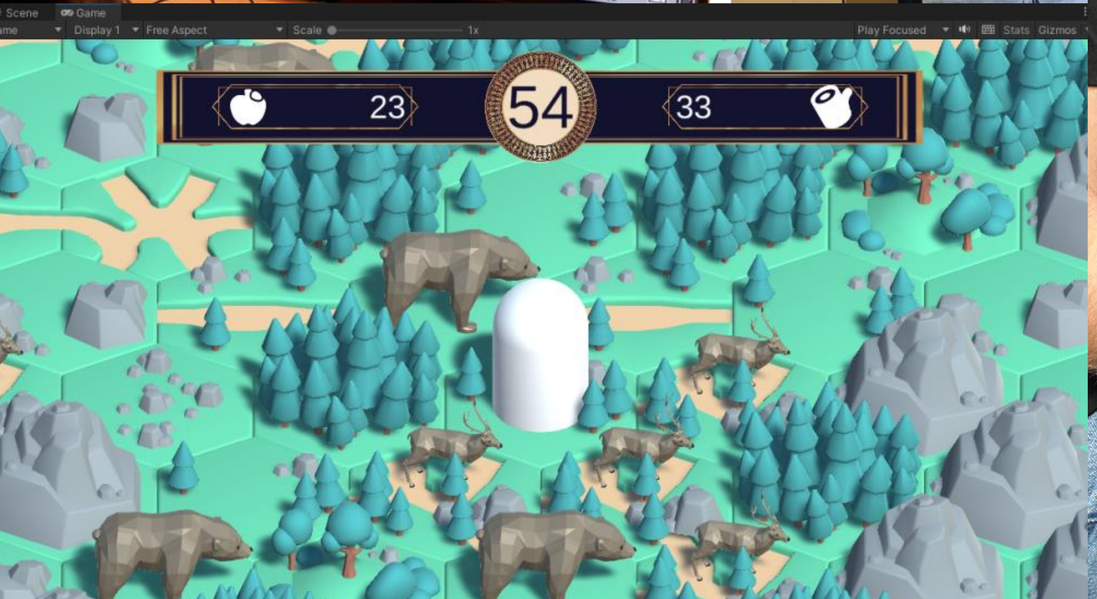
138 0



PBLC Example 3

Cross Pacific Game Jam
Dunedin x Tokyo

Cross-Pacific Game Jam



Cross-Pacific Game Jam

Cross-Pacific
GAME JAM

Cross-Pacific
GAME
JAM

#DA3832

#EA983E

#459E55

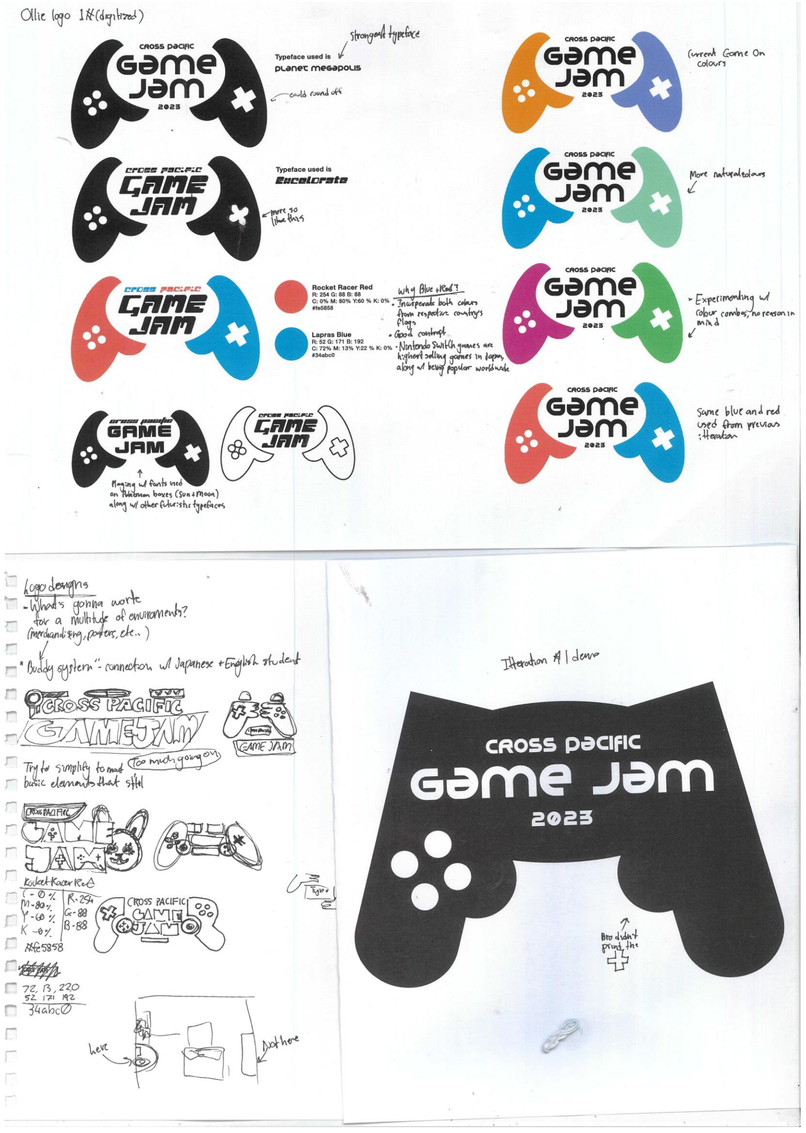
#2E338D

#052D65

Acumin Variable Concept-
Condensed Semibold

TEKO-Bold

Cross-Pacific
GAME JAM



CROSS - PACIFIC
NZL JPN
GAME JAM

CROSS - PACIFIC
NZL GAME JAM JPN
2023

CROSS - PACIFIC
NZL JPN
GAME JAM

CROSS - PACIFIC
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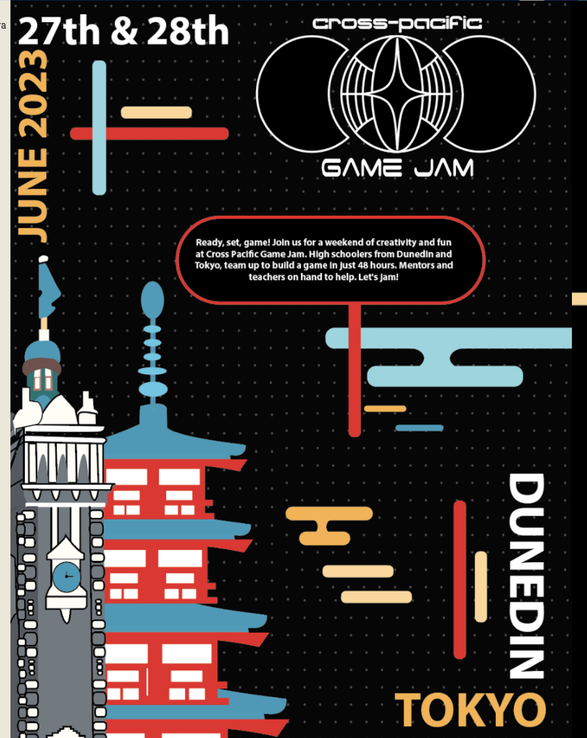
Cross-Pacific Game Jam



Cross-Pacific Game Jam

Cross-Pacific Game Jam

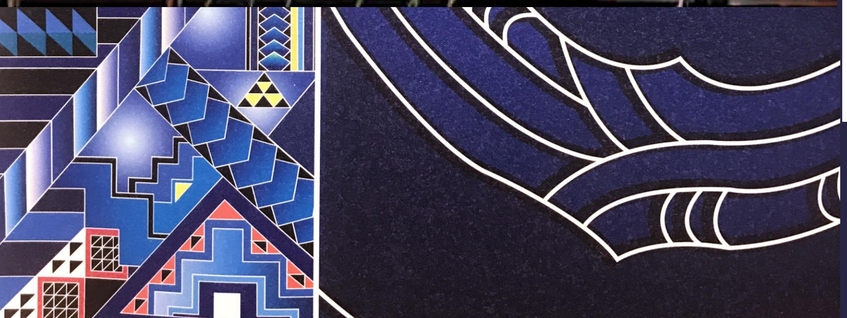
Cross-Pacific Game Jam

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
adidas
MAORI
ALL BLACKS

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

References

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