

ACE-WIL BC/ YUKON: CO-OPERATIVE EDUCATION PROGRAM QUALITY STUDENT PREPARATION 2020

QUALITY WIL PREPARATORY CURRICULUM FRAMEWORK

AIMS:

Learning Outcomes & Content

Program objectives and expectations:

Identify the philosophy, goals, roles/ responsibilities, and stakeholder relationships.

Adhere to co-op policies, procedures, and expectations for successful completion of work terms.

Reflective practice is integrated throughout the preparatory curriculum to support student in their thinking about what they know, what they can do, where to transfer their knowledge, to make meaning of their experiences, to draw on experiences and transfer between diverse contexts.

Self discovery tools:

Understand career development theory for the enhancement of career goals and the variety of paths to take for career success.

Develop and demonstrate a professional approach, competencies, and values for successful transition from academia to starting a career.

Reflect on past experiences to identify own skills, knowledge, talents, and interests and relate these to different contexts.

Explore personal experiences and learn how skills transfer to different contexts and a professional job.

Self-assess personal qualities, knowledge, and skills through an inclusive lens.

Application documents:

Explore career opportunities and relevant labor market trends using a variety of tools and methods; use strategies to navigate the work search process.

Analyze and interpret a job description for required qualifications such as technical skills, soft skills, leadership, critical thinking, attitudes and relate it to personal abilities.

Formulate resumes and cover letters to strategically promote competencies to employers.

Identify and design the core components of a portfolio including skills earned, growth, and knowledge acquired from career-building experiences.

Communication skills:

Develop professional communication skills and effective interview techniques to make a positive impression on prospective employers.

Understand the relevance of cultural influences, equity, and inclusion and how they shape communication and engagement with diverse opinions and perspectives.

Engage in career development conversations around skill acquisition, accomplishments, challenges, diversity in the workplace and career resilience.

Interview skills and mock interview:

Research the qualities, knowledge, and skills employers require such as technical skills, soft skills, leadership, critical thinking, and attitudes.

Prepare to interview effectively for career-related opportunities.

Networking skills:

Understand the importance of portraying a distinctive, professional, and active online identity and create an effective professional online identity (LinkedIn and/ or personal brand).

Apply foundational networking skills to find professional contacts including senior co-op students, alumni, and employers.

Build a network of professional colleagues and potential employers, by conducting research and outreach.

Engage in networking activities and continue to apply networking skills in professional development contexts and the Canadian business context.

Transition to the workplace/ practice setting:

Understand the hiring and recruitment process and be proactive in the job search and referral process.

Set work term goals and objectives, relate these to skills and knowledge acquisition to enhance professional and personal growth within aspects of a healthy life-work balance.

Use effective strategies to communicate professionally in a diverse context.

Consider workplace dynamics and workplace culture, critical elements of teamwork, and building relationships in the workplace.

Support workplace learning, learning about work preparation, work search, connection-making, metacognition as a tool for enhancing skills transfer, critical thinking skills, how to mobilize knowledge gained in one context in another.

Rights and responsibilities of employers and self as employee:

Access resources related to workplace legislation, regulations, standards, and policies.

Understand the rights and responsibilities of employers and self, including equity, diversity, mental health, workplace safety, and freedom from harassment.
Understand professional ethics related to the workplace.
Embrace diversity and understand intercultural competencies.

ACHIEVEMENTS:

Assessment & Evaluation

Assessment
Program objectives and expectations:
Attendance at virtual sessions and/or in-class activities, participation is part of the learning process and assessment and is included in grading.
Complete required readings/ videos/ handbooks/ classes prior to scheduled sessions, individual meetings, and virtual components.
Completion of all face-to-face coaching within an individualized supportive environment in which learning exploration take place.
Feedback is given frequently and iteratively on progress.
Submission of assignments.
Self discovery tools:
Participation in all self-directed course activities/assignments (e.g., work sequence plan; skills assessments, short & long-term goals).
Demonstrate skills such as: subject knowledge, thinking strategies, metacognitive awareness, and motivation.
Completion of skills matrix.
Understand employer's evaluations and reflections of past co-op students' search and work term reports.
Application documents:
Master resume as midterm or substantial assignment and graded by instructor; feedback given in class and during individual advising.
Accomplishment statements are submitted for feedback and included in a learning portfolio and/or master resume.
Draft resume and cover letter submission receives audio feedback or feedback directly from co-op coordinator/course instructor.
Written feedback and graded.
Portfolio allows students to take ownership of experiences, scaffold performance in courses, and reflection.
Communication skills:
Students share their experiences through stories, narratives, dialogue, and reflection to make meaning of their experiences.
Students contribute through sharing expertise in inquiry driven dialogue, which include tasks to make connections to their interests and needs,
Questioning techniques to encourage students to actively engage in content.
Basic principles of effective feedback and active listening, practice providing feedback, responding to group dynamics, summarizing learning, encouragement.
Interview skills and mock interview:
Mock interview process with assessment through structured rubrics; present with suitable body language to highlight engagement and a positive first impression.
Integrate company research into responses and tailor answers to a specific position/ employer.
Respond to behavioral/situational and common interview questions; apply skills transfer (what one knows and can do, where/how they learned it and are able to communicate this to one's advantage).
Peer to peer feedback.
Receive feedback on interview and include reflection elements with specific competencies (interpersonal, intercultural, civic and engagement).
Transition to the workplace/ practice setting:
Portfolio with a skills matrix.
Evaluation:
Final interview video assignment includes a five to ten-minute video simulating a co-op job interview with written self-assessment of performance.
Capstone project: career portfolio and oral presentation includes a three to five-minute presentation as a presentation to a prospective employer.
Includes a personal vision statement, resume, essential skills assessment and career development plan, relevant artifacts. Marking rubric for capstone project.
Interview presentation in final exam; grade interview skills (quality of answers, apply strategies covered during class lectures). Marking rubric for interview exam.

Examples of pass/ fail with criteria:

Complete/ incomplete: Successful candidates satisfy all of the following criteria: 1. Admission requirements 2. Submission of proper application documents 3. Attendance in the co-op preparatory class 4. Satisfactory completion of student/ coordinator advisory meeting.

Pass/fail: 1. Attendance and active participation in mandatory activities 2. Completion of required co-op job applications (domestic students and international students require less or more applications).

Complete/ incomplete: Successful candidates satisfy all of the following criteria: 1. Read the online materials and achieve 70% in each of the four unit quizzes. 2. Attend and actively participate in every workshop (participation may include bringing prepared document such as a resume) 3.

Attend the required appointment with the employment facilitator.

Complete the assignments, quizzes and facilitated discussion in online course by the due date and submit a course survey and self- assessment survey.

Complete quizzes: student agreement, resume assessment, self-assessment, and a course survey.

Complete course discussions: meet the class, convince the employer, accomplishment statements, communicate across cultures.

Demonstrate competencies before moving forward to co-op placement.

Graded courses:

Graded course. If student passes can search for opportunity in fall or spring.

Grade allocation: A+ to F. Library assignment 5%; personal branding and written assignment 20%; interview preparation assignment 15%; career fair/networking assignment 20%; interview final exam 30%; participation 10%.

Achievement requirements: resumes 50%; mock job interviews 25%; class assignments 25% to pass.

Other:

Learning analytics includes collection and analysis of data about learners to improve teaching and learning. Tools capture data about student activity; provide information to improve quality of program; chances of success in search term. View overall progress for search term; track student progress in order to provide personalized feedback; review statistics on course content to support improvements in learning materials; access student participation in the mandatory learning activities of this course.

ACTIONS:

Learning & Teaching Process & Procedures

Program objectives and expectations:

Complete the pre-session required reading/videos for units prior to attending the Zoom session with co-op coordinator.

Attend lectures and take notes; pre-recorded lectures; direct instruction; whiteboarding activities.

Online student preparation modules and online student guide; online community.

Advising appointments (individualized) as needed for application reviews, mock interviews, and work term planning with coordinator.

Support learning process through guided reflection and feedback in a supportive environment for learning exploration.

Self discovery tools:

Search terms use reflection on work term evaluations, stories of skills development, skills matrix, action plans and learning portfolio.

Unit on experiential learning: what is it, why is it relevant? Utilize self-reflections strategies to make meaning out of experiences.

Understanding of ten core competencies, plus intercultural and program-specific; reflect on goals for future competency development by aligning to competency frameworks.

Help students learn to read competency frameworks for future competency development, compare and align.

Assignments around self awareness, personality, environments, personal vision statements, essential skills assessment, and career development plan.

Reflect on skills with activities and assignments using accomplishment statements and building it into a resume.

Learning objectives assignment: set realistic goals for new skills, technical and academic, personal and professional growth, when and how goals can be accomplished.

Self-assessment of job search abilities involving questions that include strategic information.

Gibb's reflective cycle and underpinnings of skills transfer theory.

Application documents:

Support students in self-directed explorations and self-assessment, finding information and building knowledge for the self.

Engage with content for new-graduate jobs; research to describe job requirements and skill development plans created individually or in groups.

Small groups of students create accomplishment statements for resumes and targeted content for cover letters to assist in understanding challenging concepts. Instructors facilitate a collective sharing and offer constructive feedback of the learning with the class. Labor market information assignment, which includes watching a lecture, documentary, reading articles, labor market reports, and an assignment on the documentary.

Apply to a minimum number of co-op positions and going for interviews until accepting a job offer. Goal is two to three jobs per week.

Resume and cover letter development with a resources folder, development file, job forum.

Creating a weekly plan for a search term (recommended eight to twelve hours per week for the co-op job search).

Communication skills:

Effective intercultural communication as an optional course.

Construct knowledge and meaning by working collaboratively on for activities and tasks; encourage sharing of information in class discussions, small groups, online forums, peer to peer, and in conferences (job prospects, interview strategies and questions for program specific job postings).

Informational interview forum: students have an article to write, share and comment on others' posts; forum question includes an HR recruiter.

Learning partnerships as role plays; round robins with students in triads (interviewee, interviewer, observer). Observer receives a handout for each round to look at skill and behavior-based components. Instructor floating around.

Peer feedback, alumni, and senior student feedback.

Labour market seminar and seminars on other topics where the groups give comments.

Blog posts; students share and comment on other's posts; for constant peer-to-peer exchange of overcoming challenges, sharing learning and reflections.

Interview skills and mock interview:

Participate in a mock job interview, a virtual mock interview clinic, individual interviews or in groups, with opportunity to provide feedback of peer resumes and cover letters.

Attend a virtual mock interview clinic or related exercise (approved by co-op coordinator) and reflect on feedback from interviewer.

Apply to a discipline specific mock job posting with a well-developed resume and cover letter.

Interview assignment posted online; personal recording, self-assessment with a rubric to grade self.

Career portfolios include personal vision statement, resume, essential skills assessment and career development plan, type focus assessment, relevant artifacts.

Networking skills:

Employers on campus in a panel discussion provide feedback and information on what employers expect from co-op students.

Panelists come in to talk about their own work and career trajectory.

Career educators host a LinkedIn workshop several times in a term, which includes a networking assignment (curating a LinkedIn profile); attending a networking activity or event.

Digital marketing and accounting clubs organize club visits to employer's site.

Job shadowing, which the co-op program sponsors.

Morning mingle with employers once a week.

Transition to the workplace/ practice setting:

Social media in career development.

Learning objectives assignment: set realistic goals for new skills, technical and academic, personal and professional growth, when and how goals can be accomplished.

Connect future jobs and skill development to goal setting to acquire missing skills: Receive a list of 10 – 15 new-graduate program-specific job titles and students select one to explore assessing what employers ask for from new-graduates. Then, students find a new-graduate job and perform a skills gap-analysis, create a personalized skills development plan that may involve work terms, and select elective courses, etc. to acquire the skills employers ask for.

Equity, Diversity, and Inclusion:

Use language inclusive of all students using curriculum, templates which state acknowledgement of traditional lands and providing inclusive learning environments for equity seeking students, international students, and Indigenous students.

Apply First Nations heritage and cultural competencies as a commitment to reducing systemic barriers and integrating inclusion of First Nations culture and knowledge.
Community-based training opportunities to support Indigenous students.
Career resources specifically designed for equity seeking-students.
Resources on how to communicate in a culturally diverse workplace, intercultural competencies.
Effective intercultural communication as an optional course.
Online tutorial about cultural agility followed by a virtual classroom session with invited Indigenous representative for presentation, question, and answer.

Institutional supports and resources:

Facilitator guide for courses and workshops, Facilitator Manual.

Student handbook.

OER open textbook resources for co-op and career management.

Online learning community.

Online job boards.

Career Services website and Career Portal.

Social media and networking platforms.

Co-op hub.

Co-op student association.

Employment Center for recruiting on campus, interview schedules, and employer presentations.

Business Expo, Employment Fair, Career Fair, Professional development events.

Career coaching appointments.

Center for Accessible Learning; Accessibility Services; Abilities Office.

International Student Office and Education Department Writing Center and Learning Commons (support International students).

Indigenous Services; Aboriginal Gathering Place.

Alumni officer.

Grant to design career-building resources.

Effective Intercultural Communication course.

Volunteer Program.

Health Team and medical offices, psychologist.