Dan Reeve Hi and welcome to another Applied Learnprodicast. This time I sit down with Marina Jaffey and we talk about how she incorporates billed Learning to her classes. Alright, Marina, first off, maybe a little bit about yourself, what area do you teach, what class in particular do you really think about Applied Learning, and how does that roll in as part of the program you're in?

Marina Jaffey: Yeah,hi Dan Reeve. I've been teaching here at Camosun since 1994. So, coming up to 25 years and ever since I can remember, I joined the department, Applied Learninghas been a part of what we do. In the Marketingepartment, we hear from employers about how muncthey love hiring our grads because the grads these students have had some actual real world experience and the Applied Learningprojects allow for that. My colleagues and I really like Applied Learning because we see our students being more engaged twethcontent, it's a more fun learning environment in the classroom and students enjoy it as well because Marina Jaffey: Yeah, well, in the schwithdetarssing its veally experiment at words with the schwert in the schwith the schwert is the schwert i

> And so, the Applied Learninggoject that Id like to use as an example that I developed for that sales management course. It's an integrate So, I worked withCatherine Mack. The was teaching our firstear mark course. She and I worked together to develop a project for both cla would see my students, our fourthear students, bing peer mentors f first-yearbusiness students. And so, these 2 classes work togetheir project. We actually invited high school students form the local area Interurban campus and our students worked in their teams to creat for the high school students of the, what study here at the college. Overall, it worked really well.

> The fourth year students, in my class, went throughhad developed of workshops to help them develop their leadership skills, their tear their coaching and mentoring skills, and after they **bad**n through the learning then we were able to partner with our first year students and

Project Management skills for the students. So we had those 4 modules and then we paired the peer mentors, after the traingin with a secondyear marketing group and had those peer mentors work with the student groups in the secondyear course around working effectively terams, working through issues that had come up with some of those teams in the class. Based on the learning from that pilot, Catherine Machod I then decided that we would try this with our actual corses. My course was the four the sales Management. Cath's was the firstrear marketing. We looked at having a joint project for the students to work on together so they had so three to work on it joint project as well as teams within their course only.

Dan Reeve

Marina Jaffey: Really being clear on what the objective is. I knew that our students were being asked to work in teams. They needed some support. How

	glance of what's going the appen when over the course of the semester. That also helpeddetermine what esources are required when. "Doewneed to bring in guest speakers? If so, we need to book them. If we need a larger" space because we had 2 classes getting together. I had to book that space well in advance. So by mapping out what's happing when, what are the learning outcomes, what are the deliverables. That helps an instructor see what's needed.	
Dan Reeve	And were you using like a physical calendar? Were you using a syllabus or sort of-	
Marina Jaffey:	My tendercy is to I have a s eb ule, a 14week schedule as part of my syllabus.	
Dan Reeve	Right.	
Marina Jaffey:	And I also have a comprehensive project owerew and guideline document	
Dan Reeve	Right.	
Marina Jaffey:	That I hand to students. It's in bot b ut I really do find… and o ɓurse D2L I also use for indicating what checkl i st	
Dan Reeve	Right.	
Marina Jaffey:	And what's due when	
Dan Reeve	Right.	
Marina Jaffey:	And students like that because when students are asked to be involved in a more complex project, their stress level o up. One way to help them feel that things are in control, that they have control, is to have very clear guidelines and very clear timelines. What's due when and then they can work with that.	
Dan Reeve	Right. It sounds like you break it into bit size pieces.	
Marina Jaffey:	Yeah.	
Dan Reeve	So that the students aren't, they may see the big picture, but there's a bite size. Okay, in this period we need to get X, Y, and bize and then we move onto the next and the next.	
Marina Jaffey:	And just my point before we move on, because we were working with an external group, the high schools, their timelines are very different as well and so I had to be in touch with those high schools 6 months before this project was scheduled to run. Just sb at they would have enough time to organize things on their end. So again, if there's an external client or an external organization	
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involved in an Applied Learning oject, making sure that there's plenty of leave time that's planned for.

- Dan Reeve Alright, wow that's like a master class in planning right there. We're goittalko a little bit and you've already talked about an internal, but the third idea around Applied Learnings authenticity and what is it about your student experience and activities that ties it to current and foundational practices in the field? The why of this production.
- Marina Jaffey: Yes, well from my class it's a leadership class. It's pretty difficult to learn how to be an effective leader simply by reading in the textbook. Looking at the theory behind leadership. Immediately a person has to try out those skills, learn, get

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Dan Reeve	Okay. What about studen't seflection. How did that impact, when you're going through it at the end of the semester, how did students reflection saint your reflections. So when at you are sitting down, you're probably seen or read some of the student's reflections, how does that impact the project going forward?
Marina Jaffey:	Well, studentsthe feedback that we heard from students very much reaffirmed that this is on the right track. They saw the value in the learning. Often our students rolled their eyes and saidot another team project!'and we really, I heard from my students that developing a designed alliance really made sense to them and it was something that they took seriously and saw the value of. It wasn't just a box they could tick off and said@ we've got that team charter out of the waylt was a value to the students and that really reaffirmed why we're doing this.
Dan Reeve	Great. Okay. The next set of principles are, and you've covered frankly, aslot thi terrain. It looks sort of outward. The first 4 principles are more internal to the internal to the international terrain (the 30.01ast) (the 30.01ast) (the second s

AL Marina Jaffey intvw (Completed 12/15/18) Transcript by<u>Rev.com</u> representative from an external organization in as part of that celebration. In this case we brought both classes together, so again the fourth and first year students had an opportunity to celebrate and be acknowledged together. We'll sometimes invite the 373I 6 Tw -31.0422-1.21006e7g.6(m) .10.8(-1.9(akO(t)-ft7 TD