Dan Reeve

Hi and welcome to another Applied Learningcleast. This time I sit down with Marina Jaffey and we talk about how she incorporates lied 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 munchey 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 threthcontent, it's a more fun learning environment in the classroom and students enjoy it as well because Marina Jaffey:

Yeah, well, in the sghwithdelausineithveelyexperiiesheeristwoodekits?"

And so, the Applied Learningoject that Id like to use as an example that I developed for that sales management course. It's an integrat So, I worked with Catherine Mack. At was teaching our firstear mark course. She and I worked together to develop a project for both clawould see my students, our fourthear students, bing peer mentors first-year business students. And so, these 2 classes work together 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 tigive them some exposure of the, wha 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 **bee**n through the learning then we were able to partner with our first year students as

Project Management skills for the students. So we had those 4 modules and then we paired the peer mentors, after the training 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 fourthear Sales Management. Cath's was the first ear marketing. We looked at having a joint project for the students to work on together so they had so time 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 thappen when over the course of the semester. That also helpeddetermine what esources are required when. "Downeed 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 haping 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

Marina Jaffey: My tendercy is to... I have a sedule, a 14week schedule as part of my

syllabus.

Dan Reeve Right.

Marina Jaffey: And I also have a comprehensive project owner and guideline document

Dan Reeve Right.

Marina Jaffey: That I hand to students. It's in bothut I really do find... and of urse D2L I also

use for indicating what checklist

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 lesed 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 naze 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 stbat they would have enough time to organize things on their end. So again, if there's an external client or an external organization

AL Marina Jaffey intvw (Completed 12/15/18) Transcript by Rev.com

involved in an Applied Learnipgoject, 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 goittelko

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

Dan Reeve Okay. What about studen'tseflection. How did that impact, when you're going

through it at the end of the semester, how did students reflections your reflections. So when the and 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, students..the 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 salidot 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 salvay 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, ælot thi

terrain. It looks sort of outward. The first 4 principles are more internal to the

ittstrus3d23(h)speropt2e8(bys)ildsing7(tree.34(pptsierlpli872rcal023(True-wein)tpe6n)jTTUsgut))(it)}8(J-30(.01a558e)

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 373l 6 Tw -31.0422-1.21006e7g.6(m) .10.8(-1.9(akO(t)-ft7 TD