

Dan Reeve

Hi and welcome to another Applied Learning podcast. This time I sit down with Marina Jaffey and we talk about how she incorporates Applied Learning into 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 Learning has been a part of what we do. In the Marketing Department, we hear from employers about how much they love hiring our grads because the grads these students have had some actual real world experience and the Applied Learning projects allow for that. My colleagues and I really like Applied Learning because we see our students being more engaged with content, it's a more fun learning environment in the classroom and students enjoy it as well because



Project Management skills for the students. So we had those 4 modules and then we paired the peer mentors, after the training, with a second-year marketing group and had those peer mentors work with the student groups in the second-year course around working effectively in teams, working through issues that had come up with some of those teams in the class. Based on the learning from that pilot, Catherine Mack and I then decided that we would try this with our actual courses. My course was the fourth-year Sales Management. Cath's was the first-year marketing. We looked at having a joint project for the students to work on together so they had some 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 to happen when over the course of the semester. That also helped determine what resources are required when. "Do we need to bring in guest speakers? If so, we need to book them. If we need a large" space because we had 2 classes getting together. I had to book that space well in advance. So by mapping out what's happening 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 tendency is to... I have a schedule, a 14 week schedule as part of my syllabus.

Dan Reeve: Right.

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

Dan Reeve: Right.

Marina Jaffey: That I hand to students. It's in both but I really do find... and of course 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 level goes 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 Z 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 so that they would have enough time to organize things on their end. So again, if there's an external client or an external organization

involved in an Applied Learning project, 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 going to talk a little bit and you've already talked about an internal, but the third idea around Applied Learning's 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 students' reflection. How did that impact, when you're going through it at the end of the semester, how did students' reflections impact your reflections. So when 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 said "not 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 say "we've got that team charter out of the way!" It 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, a lot of this terrain. It looks sort of outward. The first 4 principles are more internal to the institution (the people building the school) and the next 3 (Five-way) are more







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