

Innovative learning experiences as preparation for workplace innovation

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workplace innovation
goes beyond new

idea
creation
adoption
application



workplace innovation

...focuses on the *social process* of creating lasting value through the mobilization of new *ideas* in the workplace

Carey, T., Dastur, F., & Karoush, I. (2019). Teaching and learning for practice futures: Developing workplace innovation capability. In J. Higgs, D. Horsfall, S. Cork, & A. Jones (Eds.) *Practice futures for the common good*. Rotterdam, The Netherlands: Sense-Brill Publishers.





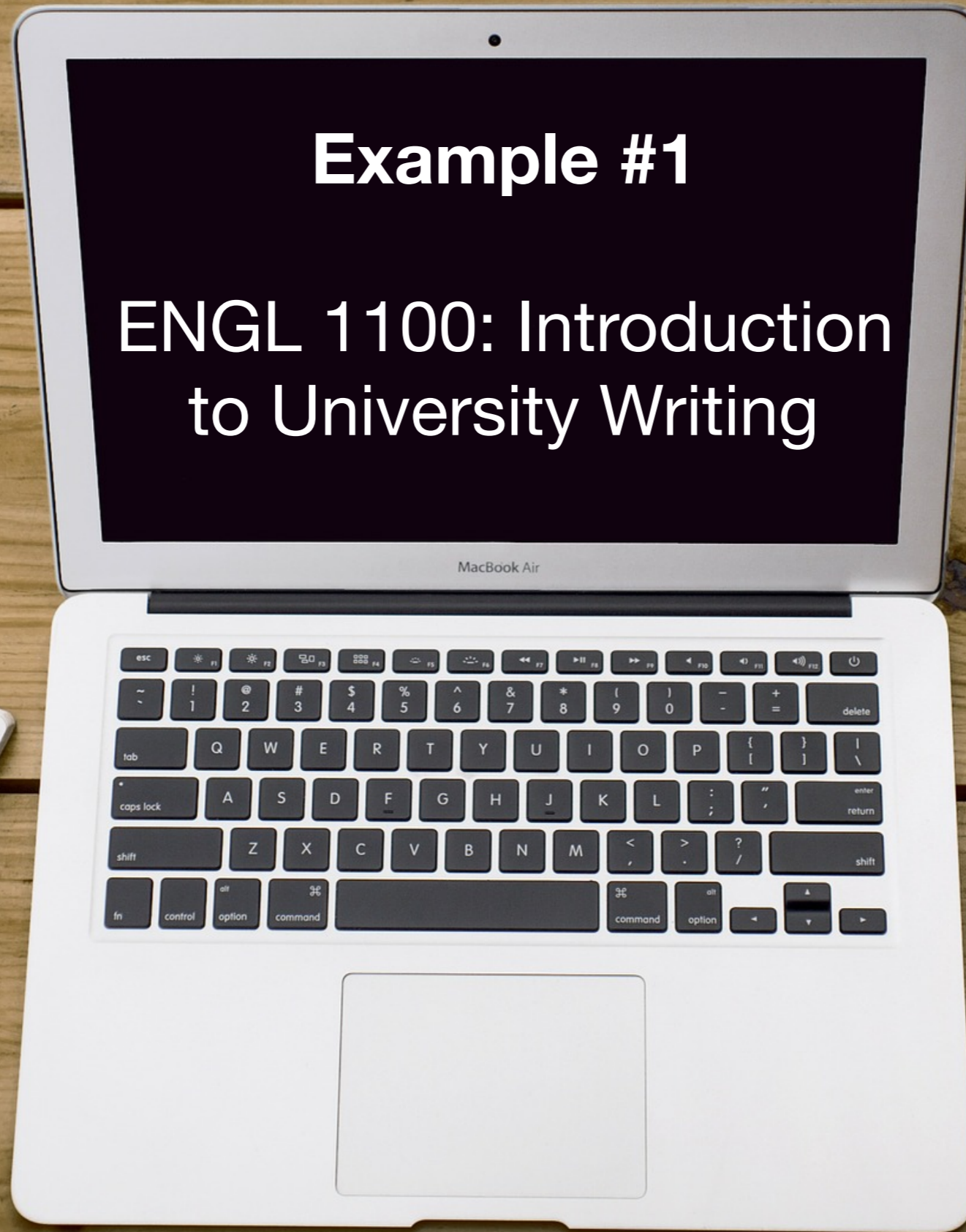
idea

& challenge:

**To foster student capability
for workplace innovation **via**
experiential learning in our
curricula and courses**

Example #1

ENGL 1100: Introduction to University Writing



Task #1: Demonstrate understanding of a key idea learned in class; apply it to other contexts.

- Identify a course concept that you think is the most important to your development as a writer
- Use an image to illustrate your learning about the concept
- Reflect on how the concept relates to you, your family life, other courses, work experience, or personal and professional goals

MacBook Air

Sample ePortfolio

Task #2: Understand your writing practice; connect it to your performance and actions you will take to achieve your goals.

- **Analyze:** Think about how your writing ability develops throughout this course. What strategies did you employ?
- **Define goals:** What has your portfolio helped you understand about yourself? What do you now want to work on?
- **Extend:** What traits did you develop through composing your research paper? How will these traits serve you in the future?

Other student aha moments...

“Actions speak louder than words.”

“I realized the importance of trying new techniques and that the workplace is changing dramatically and will require us all to be able to adapt to changing technology and to new ways of learning.”

Students beginning to see their classroom as a workplace and their “job” as students; that they could document their learning and progress with ePortfolios





Example #2

HIST 4405:
Doing Digital History

*“less of a conventional class
and more of a production
team”*

Students as historians:
Develop a new ‘walking
history tour’ app for the City
of Surrey in collaboration
with City Archives
Department

Theory-Research-Production

Post-Project Self-Assessment Questions

How did this project go? Are you **proud** of the end result?

Describe a **specific challenge** you faced on your own, and a **deliberate act** that allowed you to overcome it.

What **impact** did the project have on you?
What is your “**take-away**” from the experience?

Describe a **specific challenge** that you had to overcome as a group, and how your group responded to this challenge.

What **skills** do you think you’ve developed that employers might be looking for?

Excerpts from Self-Assessments

“...at one point because their [sic] was so little textual documents I began to second guess my topic. But my interest in Guildford [Mall] was stronger than my desire to give up...Guildford Mall is where I work and I wanted it to mean more to me than that. I have always had a passion for the history of consumer culture and it was nice to apply it to my life.”

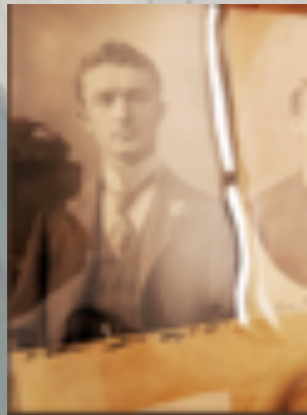
“This project reminded me about how much I enjoy experiencing history rather than just reading it. My ‘take-away’ from this would be to remember that there is history everywhere if I want to experience it.”

“This project...has taught me the importance of handling the stories of real people...we’re dealing with the history of family, and it’s local so it has an impact on your society, and how to handle material[s] in such a manner.”

Overheard at the Archives

“But this isn’t from the time period we’re looking at...I think we have to get past the time period thing. Because if we stick to just the early 1900s, I don’t have enough materials.”

“Ughhh...okay? Thanks?”



“He looks like Justin Timberlake.”



Example #3 (in progress)

EDUC 4100: Post-University Transition



Family Genograms

Information Interviews

ePortfolios

Future Work Skills

Interview Analysis



**Future Work Skills
Team Paper and
Mini-Lesson**

What does the report's findings on key drivers and future skills mean to you in terms of your academic/professional goals?

(Peer evaluation) Describe a challenge you personally experienced during this team project using the START framework.

What knowledge and/or skills did you develop from this project that you think would be beneficial for your future?



As an interviewee, what was the most helpful piece of feedback you received from your interviewers? Why?

You also had the chance to serve as an interviewer. Identify one piece of learning from each interview you participated in as an interviewer.

Based on your interviewer/interviewee experiences, what steps will you take to improve your interview skills for actual interviews in the future?

Interview Analysis
Peer Feedback and
Self-Reflection

A glowing lightbulb with the word "idea" written inside it in a cursive font. The lightbulb is illuminated from within, casting a warm glow. It is positioned on the left side of the image, resting on a dark, cylindrical base. The background is dark and textured, suggesting a night sky or a deep space environment.

idea

& challenge:

**To foster student capability
for workplace innovation in
our curricula and courses**

**collaboration between faculty
and career services is key**

Questions to Ponder

How do you currently collaborate with faculty/academic units to foster student workplace innovation?

What challenges do you face when working together? Discuss strategies you use to promote successful partnerships.



idea

Thank you!

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