

WIL it scale?

some MILC for your MOOC
(Massive Integrated Learning Courses)

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WORK INTEGRATED LEARNING @ SCALE TODAY

Providing Business Education in an Applied Context

Deloitte *Fastrack*



THE UNIVERSITY OF
SYDNEY

MACQUARIE
UNIVERSITY
SYDNEY ~ AUSTRALIA



UNIVERSITY OF
TECHNOLOGY SYDNEY



Griffith
UNIVERSITY



RMIT
UNIVERSITY

- Approaching 1000 students/year
 - We're looking to add 0's
- Top student rankings, employment outcomes
- Driven by industry – Deloitte, major employer
 - Developed by the innovation program
 - More industry partners coming on board
- 5 Universities and growing ...

Watch for yourself

- Quick overview (2 min):
- <http://vimeo.com/54693832>
- FASTRACK Challenge online reality show pilot (7 min):
- <http://vimeo.com/54698640>

WIL @ Scale is...

- Not common today
 - Examples like FASTRACK few and far between
- Highly desired
 - Large student, industry demand
- Going to happen soon
 - Same tech/economic drivers as MOOCs
- Via new business & delivery models
 - Unis can't keep doing what they're doing

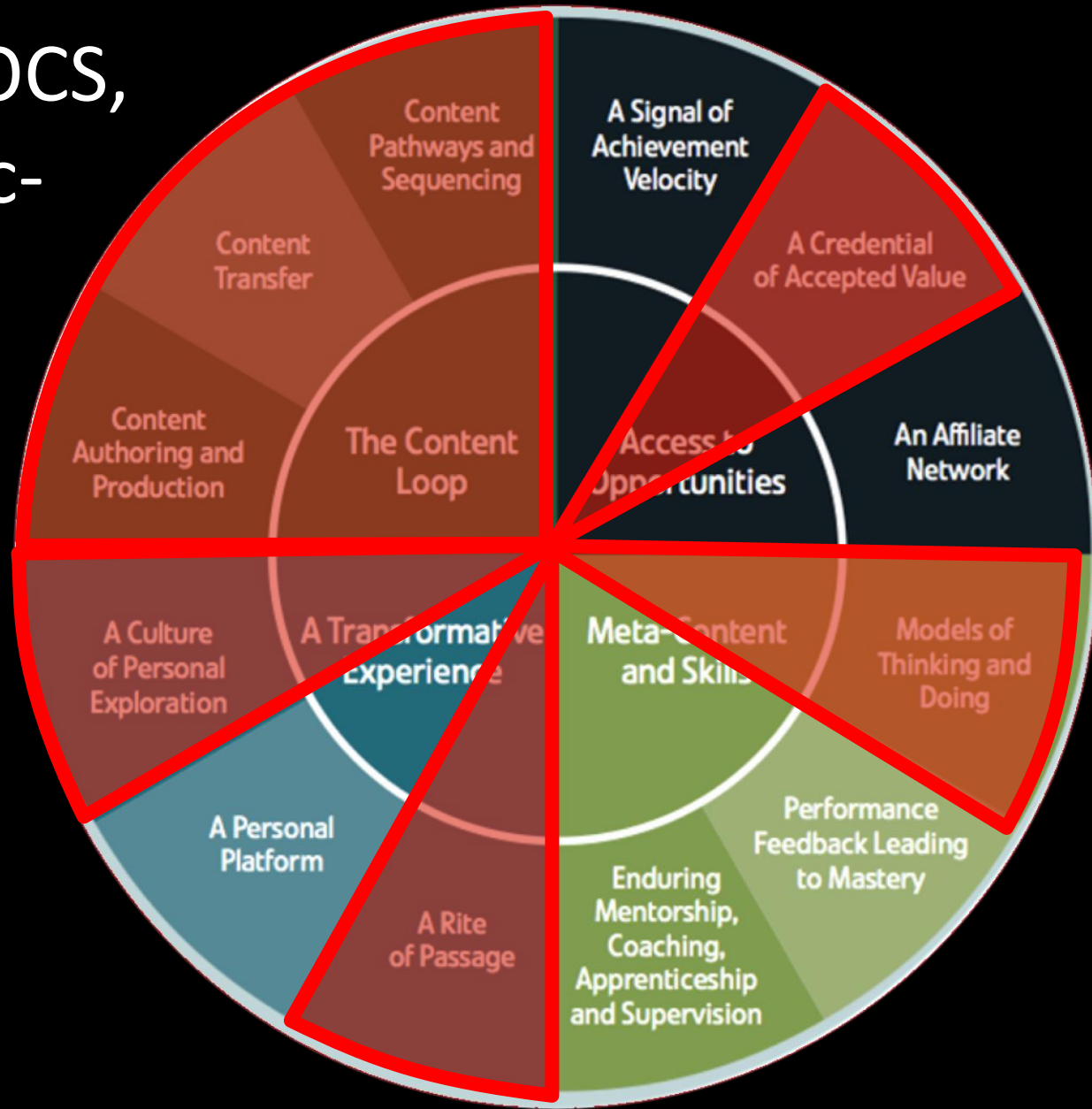
The university education experience as presented in Austrade “More than MOOCs” whitepaper.

Disaggregating the Components of a College Degree, by Michael Staton



Modern online education (MOOCs, learning analytic-driven, well produced) is **disrupting** these areas

RIGHT NOW



Competitive advantages that can be built on by **good WIL**



Why go to Uni?

Disruptable, weaker value

- To learn how to learn
- Foundation knowledge
- Access to research
- Piece of paper
- Party

Defensible, strong value

- Premium brand
- Deeper connectivity
 - Social network
 - Industry access
- Contextualized learning

The contextual learning opportunity

- Tighter industry connectivity
 - More employable students
 - Quickly align business skill needs and curriculum
 - Applied research & linkages
- Big draw card for students
 - Access to a (local) industry network
 - Personal story building
 - Non “academic” feedback that is personally transformative

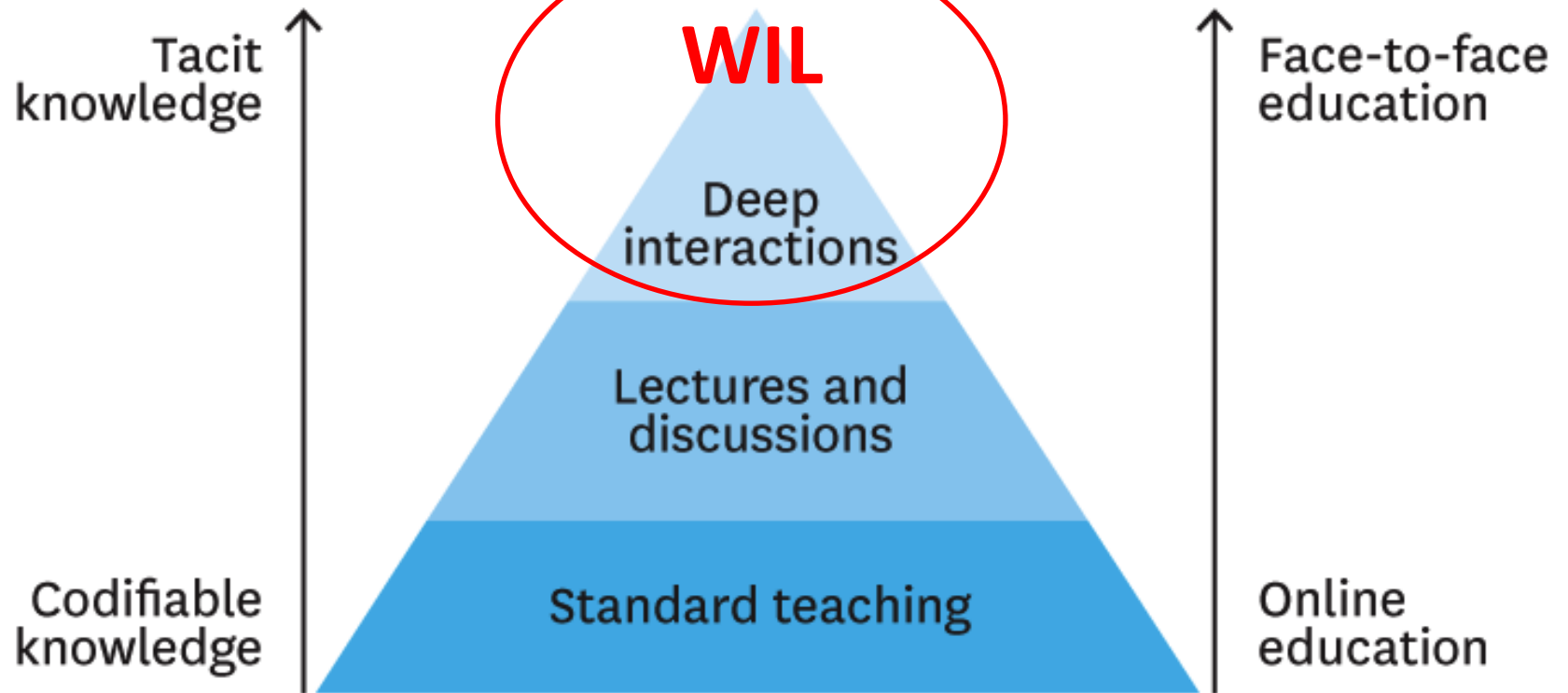
WIL is often WwRL

(work with reflective learning)

- The learning is rarely designed into the work
 - Reflection is needed to retrospectively determine if theory was actually applied
 - Hard enough ensuring the work is meaningful; actually ensuring opportunities for applied theory?
- Fundamentally different approach needed if the goal is to deliver on “INTEGRATED”

PYRAMID of KNOWLEDGE TYPE and EDUCATION FORMAT

Online Education (inc. MOOCs) are disrupting the bottom and middle...
But what about the top?



SOURCE MORTEN T. HANSEN

HBR.ORG

Context, Facilitation, Content

- Businesses need to set the context
 - Not every context is appropriate or will scale
- Facilitation is a specialty skill
 - Neither business mentors nor academics are automatically good at this without training
- Content is “easy” – it’s everywhere
 - But linking it to the context is hard
 - **requires excellence in instructional design**

How to scale?

- University & Industry relationship
 - Pilot-Co-Pilot
 - Not Pilot-Passenger or worse... Pilot-Cargo!
 - Needs a “middleman” to broker
- Get the economics right
 - Technology needs to streamline admin burden
- Great instructional design
 - Lots of experiments happening – need to collate

What we're doing

- WIL programs for nearly 1000 students/year
 - Costs units less than a regular course
 - Top outcomes without eating up top academics time
 - Up Next: Serious Games, ASX Growth in Asian Century
- We're building a platform that can sit alongside the MOOCs
 - Industry bring context
 - Experts (Academic, Industry) bring content
 - Instructional designers create great experiences
 - We make the interfaces transparent and seamless

Summary

- Contextual Business Education / WIL is...
 - Highly valued by students
 - Highly valued by employers
 - Not scalable under existing models
- Tech/economic forces driving MOOCs apply
 - Greater global demand, focus on core value
- Watch for new business models

Thankyou

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learning experiences that work