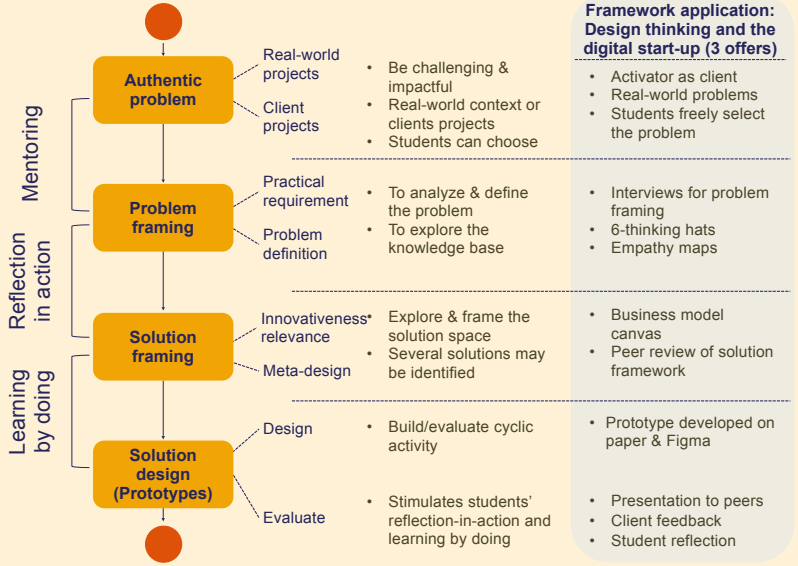
A Framework for Teaching WIL Projects at RMIT Vietnam

Nguyen Hoang Thuan, Senior Program Manager, RMIT Vietnam
Pedro Antunes, Associate Professor, University of Lisbon



Objectives

A framework for guiding teaching WIL projects
- Enable students ready for work and life
- Be familiar with industry-based projects
- Foster industry engagement
- Develop graduate employability

Why this work matters

- Based on Design Science, systematic approach to problem-solving
- Provide detailed activities that operationalize WIL teaching and learning

Reference

Thuan, N. H., & Antunes, P. (2022). Positioning Design Science as an Educational Tool for Innovation and Problem Solving. Communications of the Association for Information Systems, 51 (1). Paper 1.

Implications

Authentic problem
- Students are more interesting on the problems that they identified
- Change problems happen regularly at the beginning of the course

Problem framing
- Should control (limited) the scope of the project
- At certain time (week 4), force students to define the problems

Solution framing
- Teach students that there are always more than one solutions for a problem
- Balance solution idea vs. implementation

Design & Evaluation
- Let students choose their tools
- Certain in-progress evaluation from peer & clients are suggested