

SUPERVISOR REFLECTION

CONNECTING WORK AND ACADEMICS

What should students know and be able to do after working in your office?
(Tasks, skills, competencies)

When you think about the students you supervise, answer this question...
“By May, I hope the students I supervise are able to....”
(do more, do better, know more, know better)

Thinking about student employment conversations and the other considerations shared,
discuss this prompt...
“For me, what might work would be to....”

Would you consider your student employment opportunity a high-impact activity?

If yes, what components make it high-impact?

If no, what changes could be made to make it a high-impact activity?

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What additional questions could you ask your student employees to help them connect their work experience as a high-impact learning activity?

- How is this job fitting in with your academics?
- What are you learning here at work that is helping you in school?
- What are you learning in class that you can apply here at work?
- Can you give me a couple examples of things you are learning here at work that you will use in your chosen profession?
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I would like to try the following to enhance my students' learning experience in their work environment:

- Hold meetings (individual or group) with student employees to foster conversations about the connections they are making with their academics and work.
- Incorporate language of student learning into job announcements and position descriptions.
- Create and use interview questions that encourage student to make connections between the world of work and academics.
- Add discussions of learning outcomes to Orientation/Training checklists.
- Utilize goal setting.
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