

Geography Work Term Report Guidelines – Revised Feb 2021

Learning Outcomes for Work Term Reports

The following LOs are focused in problem solving and critical thinking, communication, professional and ethical behaviour, science application, and professional development:

1. Apply inquiry, analysis and problem-solving skills to analyze and address geographical issues in a real-world and professional setting.
2. Demonstrate personal and professional integrity by considering diverse views and geographic perspectives.
3. Reflect on work-integrated learning and its relation to theories and concepts in Geography.

Work Term Report Guidelines

Our philosophy and approach: The model for work term report guidelines has two key elements: 1) a scaffolding approach to LOs, in that early work term reports address more basic (LO1) to more complex (LO3) LOs; 2) will balance personal reflection with clear articulation of the integration between their academic program and their workplace learning. We recognize that the bulk of credit for a work term comes from the job itself, not for the report only. And so, we have taken balanced rigor and meaningful reporting with managing time commitments.

Summary and General Guidelines:

Work-term I report: Approximately 1500-word report that identifies at least one instance in which the student applied inquiry, analysis and problem-solving skills they learned in class to a real-world setting. That is, they will be asked to identify the specific ways in which specific courses provided either conceptual or methodological supports for their experience in the field. In addition, we will ask that the student reflect on how this integration of course work and practical application contributed to the student's personal and professional integrity. To include a title page with descriptive information (title of report, name, student ID, name of employer, work term) as well as a table of contents.

Work term II report: Approximately 1500-word report that discusses / reflects on the role of the University in preparing students for professional life, and the role of the university in 'job training'. We will ask that the discussion is based on instances, from their experience, of how their course knowledge and 'scientific knowledge' was supported by / enhanced by / critiqued by knowledge(s) 'in the field' and 'in the community' (e.g., discuss the relationship between scientific knowledge and local knowledge / Indigenous knowledge systems using examples from their experience). To include a title page with descriptive information (title of report, name, student ID, name of employer, work term) as well as a table of contents.

Work-term III (& IV, if applicable) report: Professional presentation of approximately 15-20 minutes that reflects on the challenges and the key takeaways from their program, based on their overall experience across all four work terms. Specifically, students will be asked to reflect on the following: what would you tell an incoming student about this co-op experience (what do you wish you had known before getting into the work term)? What surprised you the most over the years? How can the University and Department better support co-op students? This report will take the form of a presentation, to be submitted to the faculty advisor and then delivered in a forum that is open to all faculty and co-op students, especially those students who would be entering into their first work term in the summer.