# Generative Artificial Intelligence in Work-Integrated Learning

Resources for university staff, students, and industry partners

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# How to use this resource

Navigating the evolving landscape of generative AI (GenAI) is challenging, especially in work-integrated learning (WIL) where diverse environments have varying policies and perspectives. Universities face complex decisions on how to support students, staff, and supervisors in using GenAI effectively.

In October 2024, a group of education and work-integrated learning researchers got together to discuss the implications of GenAI for WIL for students, educators, and workplace supervisors. This set of resources was developed as a result, and refined with input from students, industry partners, and educators.

The resources are customisable to assist educators, industry partners and students undertaking WIL to reflect on and engage in ethical and critical discussions and practices around GenAI.



Need inspiration or assistance brainstorming ideas? Explore some examples of GenAI applications in learning and work within WIL in the resource below. This resource is designed to broaden your perspective on potential uses, offering valuable insights for practical implementation and experimentation.



These resources are supported by the Centre for Research and Assessment in Digital Learning (CRADLE), which translates research into practice-based possibilities.




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# Considerations for students undertaking WIL experiences

## Why is this resource needed?

Navigating generative artificial intelligence (GenAI) is complex and will likely be part of your work-integrated (WIL) experience. This resource provides thought-provoking questions to guide your understanding and actions in using GenAI during WIL experiences.

## Who is it for?

This resource is for students who are enrolled in higher education and undertaking a WIL experience – such as a placement, internship, industry project or other industry-based activity – as part of their studies. During your WIL experience, you may encounter varying practices, tools, and levels of GenAI adoption compared to what is accessible and permissible at university. You may even find there are some restrictions on the use of GenAI tools that you are familiar with. This resource helps you navigate these differences, understand workplace policies, norms, and tools, and explore GenAI's potential for learning and work ethically and constructively.

## What is GenAI?

GenAI is changing the way we work, learn, and produce information. By GenAI we mean computer-based learning models that generate text, images, and other content based on the data on which they are trained and in response to human inputs.[1] While there are many publicly accessible tools, your university and host organisation may also subscribe to secure AI tools.[2]

## How to use this resource

This resource encourages reflection on various topics, allowing you to choose questions that fit your context. You can use this resource independently, or your educators can use these questions to design activities for student self-reflection or peer discussions. The questions are organised around stages in the WIL experience: before, during, and afterwards. For practical ideas for how to use GenAI in WIL, explore the *Examples of GenAI in WIL* table.

[1] Examples of GenAI tools include ChatGPT, Claude and Co-Pilot; however, there are an increasing number entering the market, including AI apps beyond chatbots.

[2] A secure GenAI tool is authenticated (using your organisation's IT credentials), logged (sessions are archived), and secured (data stays within the organisation and is not accessible to AI companies).

# Things to think about

| Before your WIL experience | |
|---|---|
| **Articulating your current views on GenAI** | **Personal position:** How do you feel about using GenAI for university or personal use?<br>**Comfort level:** How do you feel about sharing your use of GenAI with others?<br>**Bias and misuse:** What are your thoughts on the potential biases or misuses of GenAI tools? |
| **Previous GenAI use** | **Previous use:** How have you used GenAI before (e.g., for brainstorming, writing, summarising, or editing)?<br>**Impact on learning:** How has using GenAI affected your learning? Can you give examples of when it was helpful or not useful? |
| **Understanding your field** | **Professional field:** What do you know about your chosen professional field (e.g., health, finance, engineering) and its use of GenAI?<br>**Industry trends:** What are the current trends in your chosen professional field regarding the use of GenAI? How do you expect these trends to influence your WIL experience?<br>**Regulatory environment:** Do you know any regulations or guidelines in your field about using GenAI? How can you find out more before your WIL experience starts? How can you make sure you follow these rules during your WIL experience? |
| **Preparing for the WIL experience** | **Refining learning objectives:** How could you use GenAI to craft and refine your learning objectives for this WIL experience?<br>**Organisational research:** Can GenAI help you do research about the organisation or role you're entering?<br>**Preparing orientation questions:** How could you use GenAI to help write a list of questions for your host supervisor or mentor to support your induction?<br>**Ethical concerns:** What worries or ethical concerns do you have about using GenAI going into this WIL experience? (Please see 'Red Flags' section below.) |
| **Tools and learning** | **Current tools:** What GenAI tools have you been using in your learning that you might want to keep using during the WIL experience?<br>**Learning goals:** During the WIL experience, what do you want to learn about regarding GenAI (e.g., industry-specific or corporate/proprietary tools)?<br>**Skill development:** What specific skills related to GenAI do you hope to develop during your WIL experience? How can you plan your work-based activities to achieve these learning goals?<br>**Mentorship and support:** Who can you turn to for guidance and support regarding the use of GenAI during your WIL experience? (See 'Where do I go if I'm not sure?' section below.) |
| **Privacy and security** | **Data handling:** How will you handle sensitive data when using GenAI tools?<br>**Concerns:** What are the privacy or security concerns you have, or need to be aware of?<br>**Organisational rules:** What do you need to learn about this organisation's rules for using GenAI before starting your WIL experience? |
| **Projecting long-term impact** | **Career pathways:** How do you think proficiency in GenAI will influence your career opportunities?<br>**Career vision:** How do you envision the long-term impact of GenAI on your career? |
| **Continuous learning** | **Staying updated:** GenAI is moving rapidly – how can you stay updated on the latest developments before you start your WIL experience?<br>**Professional development:** What professional development opportunities (e.g., workshops, online courses) are available to enhance your GenAI skills? |

| During your WIL experience | |
|---|---|
| **Orienting to the work context** | **Adaptation:** How well are you adapting to the use of GenAI in this organisation? What challenges are you facing in relation to GenAI, and how can you overcome them?<br><br>**Learning from colleagues:** How are your colleagues using GenAI in their roles? What could you learn from their practices and experiences?<br><br>**Feedback mechanisms:** How could you seek constructive feedback on your use of GenAI from your supervisor and peers?<br><br>**Regulatory environment:** How can you ensure compliance with workplace or industry regulations that govern the use of GenAI during your WIL experience? |
| **Employability and professional development** | **Skill enhancement:** What new skills related to GenAI are you developing during this WIL experience?<br><br>**Resource utilisation:** What resources (e.g., training materials, online courses) are available within the organisation to help you improve your GenAI skills? |
| **Reflective practice** | **Learning journal:** In what ways might a learning journal help you capture and reflect on your interactions with GenAI during your WIL experience?<br><br>**Peer discussions:** How might you initiate and participate in discussions with peers about your experiences with GenAI? What valuable insights could emerge from these conversations? |

# Red Flags to watch out for before, during and after your WIL experience

Be aware of situations that may potentially breach ethical, security, or privacy practices. These include:

- Entering client, patient, organisational or human data into an unsecured or public GenAI tool.
- Claiming GenAI work as your own or hiding, omitting, or obscuring that you have used GenAI to produce work.
- Sharing anything from your use of GenAI tools outside your host organisation without permission; as with all internal information you encounter or create, your host organisation owns it.
- Validity or accuracy of information it generates.

Reconsider before engaging in these actions to ensure you maintain ethical standards and professional integrity.

## GenAI risks

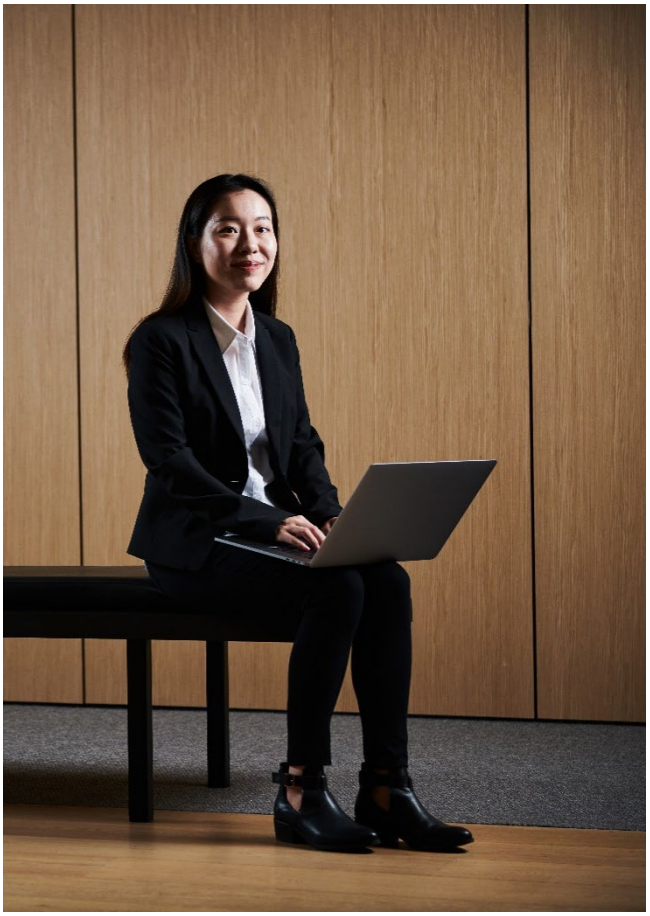
- **Data security and consent:** Have I ensured that any client, patient, organisational, or human data entered into GenAI tools is secure and consented to?
- **Attribution and transparency:** Am I being transparent about my use of GenAI in my work?
- **Information sharing:** Have I obtained the necessary permissions before sharing any information generated by GenAI tools outside my host organization?
- **Information accuracy:** How can I verify the validity and accuracy of the information produced by GenAI?

| After your WIL experience | |
|---|---|
| **Usefulness and effectiveness** | **Useful tools:** What kinds of GenAI tools were useful during your WIL experience? Are you likely to use these again?<br><br>**Effective uses:** What were some effective ways you used GenAI? |
| **Challenges and expectations** | **Changing opinions:** How has your WIL experience influenced your views on using GenAI? Have your insights or practices impacted how others perceive or utilise GenAI?<br><br>**Challenges faced:** Did you have any tricky experiences where you wanted to use GenAI but couldn't? Were the organisation's expectations different from the university's policy or practice, or your own expectations? |
| **Human element** | **Human tasks:** What were the uniquely human tasks still required of you? |
| **Professional skills** | **Professional competence:** How could you leverage GenAI to unpack how the skills and knowledge gained from this experience align with professional standards or competence for this specific practice area? |
| **Learning and development** | **Learning opportunities:** Were there aspects of GenAI that you didn't get a chance to explore during your WIL experience? |
| **Career management** | **Updating resume:** How can you use GenAI to update your resume with your new skills and knowledge gained from this WIL experience?<br><br>**Recording experiences:** In what ways could GenAI be useful for recording, summarising and analysing key skills developed during your WIL experience? |
| **Communication** | **Writing letter of thanks:** How could you draw on GenAI to write a note of appreciation to industry or university staff? |
| **Social media** | **Sharing your WIL experience:** How can you use GenAI to write a social media post to showcase key learnings? |
| **Future applications** | **Carrying forward:** What aspects of your experience with GenAI will you carry forward into your future career and learning? Consider both positive and negative aspects.<br><br>**Applying knowledge:** How will you apply the knowledge, skills, and attitudes you gained from working with GenAI in WIL to future or prospective employers? |
| **Advice and goals** | **Advice for others:** What general advice would you give other students using GenAI for WIL, and what specific advice would you share about using it in respect to your organisation?<br><br>**Future goals:** What goals do you now have with respect to using (or not using) GenAI? |

# Where do I go if I'm not sure?

If you require more support understanding, accessing or using GenAI, but are unsure where to go, consider the following options.

- **Explore institutional resources**: Consider exploring various resources within your institution for additional support and information on GenAI, such as workshops, seminars, or online resources provided by your academic department or library.
- **Seek advice:** Chat to your WIL advisor, peers, lecturers and tutors, as well as staff in Student Support services including academic learning advisors, library staff, or IT staff.
- **Source professional learning:** Take the initiative to educate yourself through platforms like LinkedIn Learning or other online modules.
- **Be self-directed:** Experiment with GenAI tools within your institution's policy framework. This proactive approach will help you navigate and leverage GenAI effectively.



# Considerations for university WIL practitioners and educators

## Why is this resource needed?

Navigating generative artificial intelligence (GenAI) is complex, especially in work-integrated learning (WIL) where students in industry settings encounter new approaches, perspectives and policies regarding GenAI access and use. While we crave certainty in these uncertain times, there are no straightforward solutions or simple answers for how to support students to work with GenAI when traversing work and university contexts. Therefore, this resource aims to provide customisable resources for WIL practitioners and educators to open up thinking, discussions, and applications to support students and their industry partners in using GenAI within WIL contexts.

## Who is it for?

This resource is for university WIL practitioners and educators who hold a range of roles and responsibilities through WIL programs such as placements, internships, industry projects, or other industry-based activities that are part of a higher education student's studies. You play a crucial role in guiding students on the practical and ethical use of GenAI tools across university and organisational settings. This resource helps orient students to the policies, norms, practices, and tools they will encounter during their WIL experiences, and explores the benefits or possibilities for engaging in GenAI through WIL.

## What is GenAI?

GenAI is changing the way we work, learn, and produce information. By GenAI we mean computer-based learning models that generate text, images, and other content based on the data on which they are trained and in response to human inputs.[1] While there are many publicly accessible tools, your university may also subscribe to secure AI tools.[2]

## How to use this resource

This resource offers a series of reflective questions to help you explore and enhance GenAI in WIL. Adapt and use it to support your WIL conversations. Similar guides exist for university WIL practitioners and students. Encourage students to use their guides independently, or collaboratively with peers or workplace supervisors, before, throughout, and after their WIL program. For practical GenAI ideas, see the *Examples of GenAI in WIL* table.

[1] Examples of GenAI tools include ChatGPT, Claude and Co-Pilot; however, there are an increasing number entering the market, including AI apps beyond chatbots.

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# Things to think about

| Setting up the WIL experience | |
|---|---|
| **Guidelines and agreements** | • How could you integrate considerations for GenAI use into existing WIL documents, such as the WIL learning agreement, intellectual property agreement, legal documents, or confidentiality forms?<br>• What strategies will you use to verify that students understand which uses of GenAI are formally permitted or not permitted by both the university for this WIL experience and the industry partner hosting them?<br>• Who would you contact to discuss reviewing the institution's policy regarding GenAI use in WIL settings? |
| **Ethics, privacy and data security** | • How can you ensure all students have access to university and organisation-specific policies, tools, and support for working with GenAI?<br>• How will you address any potential conflicts between university policies and workplace practices regarding GenAI?<br>• How could you raise students' awareness of the ethical, privacy, and data security requirements associated with GenAI use before they begin their WIL experience?<br>• What is the university's process to support you if you encounter any privacy or security issues during a student's WIL experience? |
| **Future considerations** | • How might you explore other possibilities for GenAI in WIL administrative and learning processes, to increase your productivity and students' learning experiences? |

| Assessment and feedback design | |
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| **Designing assessment materials** | • How might you work with GenAI to generate and manage assessment materials, such as developing rubrics and descriptors of practice?<br>• What are the potential benefits and limitations of using GenAI for different types of assessments in the WIL experience?<br>• How will you address the contextual nature of WIL assessments, considering that their use of GenAI depends on the specific learning site and practices involved? |
| **Feedback processes** | • How might you explore possibilities for GenAI to prepare feedback to students, being mindful that entering student data is not permissible in these tools? |
| **Ethical considerations** | • How will you ensure ethical use of GenAI in assessments, prevent misuse, and align rules with both university and organisational policies? |
| **Stakeholder involvement** | • How could you involve industry partners in the design and evaluation of GenAI-based assessments to ensure they are relevant and practical? |
| **Training and support** | • What training and resources will you provide to help students understand how to use GenAI tools effectively and ethically in their assessments?<br>• How could GenAI tools, such as chatbots, enhance students' understanding of assessment requirements and expectations?<br>• How will you support students in developing the skills needed to critically evaluate the outputs generated by GenAI tools?<br>• How could students work with GenAI as a source of feedback information and what considerations would they need to be mindful of when doing so? |
| **Continuous improvement** | • How will you evaluate and continuously improve the effectiveness and relevance of GenAI-based assessments and feedback design over time? |

| **Preparing students for WIL** | |
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| **Awareness and understanding** | • What are the most important things students must be aware of when using GenAI before entering any WIL experience?<br>• What activities could you facilitate to encourage students to explore their own perspectives on GenAI?<br>• How could you find out what previous teaching activities or workplace experiences students have had with GenAI?<br>• How could you find out what tools students currently use and how confident they are in their use?<br>• What additional support might be needed for students with varying levels of familiarity and confidence with GenAI tools? |
| **Ethical conduct and risk management** | • How will you prepare students to recognise and address ethical 'red flags' prior to their WIL experiences? Including:<br>  ○ Entering client, patient, organisational or human data into an unsecured or public GenAI tool.<br>  ○ Claiming GenAI work as one's own or hiding, omitting, or obscuring use of GenAI to produce work.<br>  ○ Not verifying facts or resources in GenAI output.<br>• How could you encourage students to consider potential risks and benefits of using GenAI in different roles and tasks within the WIL experience? |
| **Support systems** | • What mechanisms will you put in place to provide ongoing support and guidance to students about GenAI use during their WIL experience? |

| **Working with students during WIL** | |
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| **Workplace orientation** | • How can you confirm students are aware of their host organisation's position and policies on GenAI use?<br>• How can you encourage students to reflect on the different settings for WIL, both at university and in the workplace, and explain how these settings influence the guiding policies?<br>• How can you ensure students know who to go to if they have a question about GenAI access and use during their WIL experience? |
| **Working with dissonance** | • How could you prepare students to navigate potential dissonance or uncertainty when using GenAI, such as conflicts between expectations and skills or concerns with ethical conduct? |
| **Ethical and practical considerations** | • How will you address any ethical concerns that arise from the use of GenAI in the workplace?<br>• What are the potential challenges students might face when using GenAI in the workplace, and how can these be mitigated? |
| **Reflective practice** | • How can you encourage students to reflect on their experiences with GenAI during their WIL experience? |

| **Debriefing students after WIL** | |
|---|---|
| **Reflective practice** | • What reflective activities could you facilitate to help students critically evaluate their use of GenAI tools after their WIL experience?<br>• How could you encourage students to reflect on how they might apply the skills and knowledge gained from using GenAI tools in their future roles? |
| **Career development and applications** | • How can you help students to document and communicate their digital or GenAI skills and tools to future employers?<br>• How can you engage students to connect their GenAI learning and use with their views of professional practice to identify strengths and areas for growth? |
| **Debriefing and feedback** | • How might you debrief with students and supervisors to gather feedback on GenAI use during the WIL experience? |
| **Continuous learning** | • How can you encourage students to continue learning about GenAI tools and their applications beyond the WIL experience? |

# Where do I go from here if I'm not sure?

If you require more support understanding, accessing or using GenAI, but are unsure where to go, consider the following options:

- **Explore institutional resources**: Consider exploring various resources within your institution for additional support and information on GenAI, such as workshops, seminars, or online resources provided by your academic department or library.
- **Seek advice:** Chat to your WIL advisor, peers, lecturers and tutors, as well as staff in Student Support services including academic learning advisors, library staff, or IT staff.
- **Source professional learning:** Take the initiative to educate yourself through platforms like LinkedIn Learning or other online modules.
- **Be self-directed:** Experiment with GenAI tools within your institution's policy framework. This proactive approach will help you navigate and leverage GenAI effectively.

# Considerations for industry or community partners hosting students

## Why is this resource needed?

Navigating generative artificial intelligence (GenAI) is complex, especially in work-integrated learning (WIL) where students in industry settings encounter new approaches, perspectives and policies regarding GenAI access and use. While we crave certainty in these uncertain times, there are no straightforward solutions or simple answers for how to support students to work with GenAI when traversing work and university contexts. Therefore, this resource aims to provide customisable resources to open up thinking, discussions, and applications of how students could engage in GenAI in WIL contexts.

## Who is it for?

This resource is for industry or community partners who supervise, mentor, or support students during WIL experiences, such as placements, internships, industry projects or other industry-based activities that are part of a higher education student's studies. You play a crucial role in guiding students on the practical and ethical use of GenAI tools in your organisation. This resource helps you navigate acceptable GenAI use in WIL settings, understand differences between university and workplace expectations, and explore GenAI's benefits.

## What is GenAI?

GenAI is changing the way we work, learn, and produce information. By GenAI we mean computer-based learning models that generate text, images, and other content based on the data on which they are trained and in response to human inputs.[1] While there are many publicly accessible tools, your organisation may also subscribe to secure AI tools.[2]

## How to use this resource

This resource offers a series of reflective questions to help you explore and enhance GenAI in WIL. Adapt and use it to support your WIL conversations. Similar guides exist for university WIL practitioners and students. For practical GenAI ideas, see the *Examples of GenAI in WIL* table.

[1] Examples of GenAI tools include ChatGPT, Claude and Co-Pilot however there are an increasing number entering the market, including AI apps beyond chatbots.

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# Things to think about

| | |
|---|---|
| **Articulating your views on GenAI** | • What is your position on using GenAI for personal and work use?<br>• How do you feel about sharing your use of GenAI with others?<br>• What are your thoughts on the potential biases or misuses of GenAI tools? |
| **Orientating students and setting expectations** | • What GenAI tools do you use at work? Will students benefit from also using these tools?<br>• How will you explain the rules for using GenAI tools to students?<br>• Do you have a policy on GenAI to share with students? How will you make sure they understand it?<br>• Are you aware of the university's position on GenAI? How could you seek this information prior to students' WIL orientation?<br>• What initial training, resources, or colleagues can help students quickly learn the GenAI tools used in your organisation?<br>• Who can students go to if they have a question about GenAI access and use? |
| **Ethical considerations** | • What specific GenAI applications are prohibited at work?<br>• How will you prepare students to recognise and address ethical 'red flags' during their WIL experiences? Including:<br>  ○ Entering client, patient, organisational or human data into an unsecured or public GenAI tool.<br>  ○ Claiming GenAI work as one's own, or hiding, omitting, or obscuring use of GenAI to produce work.<br>  ○ Not verifying facts or resources in GenAI output.<br>• How and when will you communicate ethical considerations to students?<br>• What will you do if you suspect that a student is using GenAI inappropriately? How and when will you communicate this to the university contact or educator? |
| **Professional conduct** | • How will you make sure students understand and follow professional standards when using GenAI tools?<br>• What guidelines will you give students to help them use GenAI tools for critical thinking and creativity?<br>• How will you handle any misuse of GenAI so that students can learn and improve their practices? |
| **Privacy and data security** | • What privacy or data security requirements do students need to be aware of? Are these part of the WIL contract/agreement?<br>• How will you make sure that students understand the importance of data security when using GenAI tools?<br>• If you have secure GenAI tools, how will you inform students about their usage and safeguards?<br>• How do you feel about students using public GenAI tools to complete or inform their work for this WIL experience (e.g., Grammarly, Copilot)? Do you have any guidelines, advice or rules students should be aware of? |
| **Feedback practices** | • How can you use GenAI to improve the feedback you give to students? When would you not use GenAI for feedback?<br>• How can GenAI help students compare their feedback to professional standards in this area?<br>• How can you encourage students to use GenAI to act on feedback, like summarising main points, highlighting improvements, setting goals, or listing steps to address feedback?<br>• How can you help students use GenAI to improve their work, like analysing their writing for clarity and improvement? |
| **Fostering learning** | • What opportunities could you provide to help students learn about GenAI tools and use them to improve their professional skills?<br>• How might you create an environment where students feel comfortable sharing their experiences with GenAI tools?<br>• How can you support students in using GenAI to show their technical skills and judgement?<br>• How can you encourage students to think critically about their use of GenAI tools?<br>• How can you and students use GenAI for learning, refining ideas or testing questions, not just for feedback?<br>• What would you like to learn from students about using GenAI tools?<br>• How can you encourage students to keep learning about GenAI on their own? |

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# Examples of GenAI in WIL

Below are illustrative and practical examples of students engaging with generative artificial intelligence (GenAI) in work-integrated learning (WIL). These ideas aim to inspire and enhance learning and work experiences and can be adapted by students, industry partners and university staff. When using GenAI tools, remember clear and specific prompts yield the most helpful responses.

| GenAI uses | | For learning | For work experiences |
|---|---|---|---|
| Before WIL begins | • **Conduct organisational research:** Analyse competitors, investigate company values, and track industry trends.<br>• **Learn about specific roles:** Become familiar with job tasks and responsibilities.<br>• **Simulate real-world scenarios:** Engage in role-playing exercises to practice problem-solving and decision-making.<br>• **Create professional documents:** Set learning goals, draft action plans, and compile portfolios.<br>• **Assess skills and strengths:** Evaluate abilities and identify key strengths.<br>• **Advance career development:** Prepare resume, build personal brand, explore career options, and practice for interviews.<br>• **Prepare for networking:** Plan professional introductions and develop networking strategies.<br>• **Manage time and create study plans:** Organise university, work and WIL schedules. | A student preparing for a nursing clinical placement could use GenAI to reflect on their strengths and areas for growth by requesting help to identify key competencies to focus on during the placement. For instance, the student could ask GenAI, "What skills are important for a successful nursing placement in a clinical setting?", adding details about the clinical placement and critically evaluating the response. | A law student about to begin a placement at a law firm could use GenAI to help familiarise themselves with key legal topics relevant to the firm's area of practice, such as contract law or intellectual property. |
| During WIL experience | • **Generate ideas and brainstorm:** Use GenAI to spark creativity and develop innovative solutions.<br>• **Explore company culture:** Investigate the organisation's culture and staff profiles to better understand the work environment.<br>• **Interpret workplace policies:** Research and comprehend company policies, regulations, and guidelines.<br>• **Translate processes and terminology:** Clarify and understand specific processes, practices, and industry terminology.<br>• **Simulate workplace situations:** Engage in role-playing exercises to receive feedback and practice potential or upcoming WIL workplace scenarios.<br>• **Align experience with standards:** Research and ensure alignment with industry or professional standards and best practices.<br>• **Assist with research:** Gather and analyse information relevant to projects and tasks.<br>• **Manage projects:** Organise, track, and manage project tasks and timelines.<br>• **Self-assess and reflect:** Conduct self-assessments and reflect on experiences to identify areas for improvement. | A nutrition student could use GenAI throughout their placement to reflect on their understanding of nutritional science and patient care. After interacting with a patient during a placement, a student might want to reflect on how well they applied their nutritional knowledge. | During a computer science work placement, a student could use GenAI to support their working processes by assisting with code development, debugging, and project management. |

*Examples of GenAI in WIL*

| GenAI uses | | For learning | For work experiences |
|---|---|---|---|
| After WIL experience | • **Summarise experiences:** Create comprehensive summaries of work experiences.<br>• **Create a portfolio:** Compile and design a professional portfolio showcasing projects and achievements.<br>• **Generate feedback:** Obtain AI-generated feedback on skill and knowledge development.<br>• **Engage in critical reflection:** Generate prompts for deeper reflection on experiences and learning outcomes.<br>• **Plan future learning:** Develop a personalised learning plan to continue building on the skills gained.<br>• **Follow-up communication:** Draft thank-you notes and appreciation messages to supervisors and colleagues.<br>• **Prepare for career advancement:** Update resumes, write cover letters, and refine job application materials.<br>• **Enhance personal branding:** Update LinkedIn profile, reflect on career goals, and craft personal statements.<br>• **Network expansion:** Identify and connect with industry professionals to expand professional network. | Following an accounting internship, a final-year student could use GenAI to draft a LinkedIn post, tagging their host organisation, the university and supervisor, highlighting their key learnings and excitement for future roles. | A sports physiotherapy student draws on the assistance of GenAI to improve their draft of a de-identified client's referral letter. |
| Outputs from WIL | • **Visual outputs:** Presentations, videos, infographics, posters, images, process flow diagrams, concept maps.<br>• **Audio outputs**: Videos, podcasts, voiceover slides, music.<br>• **Written outputs:** Reports, guides, critiques or reviews, data analysis, blogs, journals, case studies, newsletters, emails, surveys.<br>• **Hybrid outputs:** Digital portfolio, software development, AI-generated coding, chatbot. | A student in an engineering discipline could leverage GenAI tools to create a final assessment, such as a podcast or a digital portfolio, highlighting and reflecting on their learning and achievements during a group industry project. | A marketing student could use GenAI to create catchy visual content for rebranding of a non-profit organisation. This could include content for social media platforms such as a TikTok video, Instagram posts and YouTube ads. |

# Authors, Acknowledgements, and Attribution

These resources are supported by the Centre for Research and Assessment in Digital Learning (CRADLE), which translates research into practice-based possibilities. In October 2024, a group of education and work-integrated learning researchers got together to discuss the implications of GenAI for WIL for students, educators, and workplace supervisors. This resource was developed as a result, and refined with input from students, industry partners, and educators.

## Authors

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## Attribution



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