

WORK-INTEGRATED LEARNING IN MASS COMMUNICATION EDUCATION: A CRITICAL EVALUATION USING FINK'S TAXONOMY

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Abstract: The Bachelor of Arts in Journalism and Mass Communication (Bajmc) program can be termed as professional or vocational course systematically designed to make students industry ready by inculcating specialised knowledge and training along with building practical skills. The syllabus caters to diverse subjects and has integrated the element of internships, workshops and certifications. The following research is conducted with a purpose to evaluate the integration of Work-Integrated Learning (Wil) in Mass Communication Education through the Bachelor of Arts in Journalism and Mass Communication (Bajmc) program at Guru Gobind Singh Indraprastha University using Dee Fink's Significant Learning Taxonomy and the Work-Integrated Learning Curriculum Classification (Wilcc) Framework. Hybrid Analytical Approach is used which combines both quantitative and qualitative analysis. The objectives of the syllabus are reviewed using Dee Fink's taxonomy, defined into clusters by Wilcc framework and are assessed on the basis of credit weightage. Faculty interviews conducted for understanding the delivery of the content from work integrated perspective are analysed using thematic analysis. The result shows the strong presence of foundational as well implementation of practical knowledge. The syllabus has the flexibility to strategically cater to real-world projects and students taking free lancing projects leading to their holistic development. However, the curriculum lacks professional and embedded Wil demands improvement and requires workplace exposure to promote coordinated co-curricular activities. Fink's taxonomy can be a guiding template for creating a comprehensive skill spectrum and using Wilcc framework can be vital for aligning the credit-based subjects with the industry standards and working systems and can stimulate students for the dynamic media industry. Regular assessment considering the Wilcc framework can be crucial for aligning credit-bearing subjects with the workplace engagements.

Keywords: work integrated learning, journalism education, curriculum evaluation, Dee Fink's taxonomy, Wilcc framework.

INTRODUCTION

The Global Employability University Ranking and Survey (Geurs) 2025, in assessing the “employability performance of higher education” organisation highlights that the companies prioritise work experience or internships while considering candidates for job. The other factors can be a “digital mindset” or “adaptability to new technologies and trends” while 45% valued communication skills as well as critical skills like team-worker (Times Higher Education 2024). However, the higher education organisations are often seen as non-serious and not focusing on preparing the students for real world practices (Knight, Yorke 2004: 1). Thus, it has become rather imperative that higher education should focus more on the employability as a part of their mission (Small, Shacklock, Marchant 2017: 148-166).

With the developments in the profession of communication, higher education in mass communication has seen a growth and a “profuse transformation in the course contents”. The journalism education can be seen dated back from an “undivided India” to a state of participation resulting into a “setback” to the country’s progress. With the new and emergent nation, media had a role to play and so the rise of journalism education. The Universities addressed the need of the global requirements and so the introduction of practical skill training in the course content. The University Grants Commission set up a Curriculum Development Committee on Mass Communication in October 2000, where all the efforts were to include the latest developments in the area of mass communication. Being the fastest growing discipline, it was mandated by the commission to make the syllabi job and research oriented (University Grants Commission 2001).

About Bajmc Undergraduate Programme

The Bachelor of Arts in Journalism and Mass Communication (Bajmc) has been developed as a highly professional as well as vocational course carefully designed to train students



to become skilled professionals by providing practical exposure. This program presents a wide-ranging curriculum thoughtfully created to develop the competencies needed in today's fast-changing media environment, "focusing on skills essential for a career in journalism and mass communication" (University School of Mass Communication 2024). The beauty of this program lies in its strong focus on hands-on learning, combined with a comprehensive syllabus covering diverse subjects. It includes Advertising, Public Relations, Event Management, Digital Media, Research, Broadcast Media, Contemporary India, Media Law, and much more. Besides providing the theoretical knowledge, curriculum also has an integration of internships at the end of their second and fourth semester.

Keeping in mind the ever-changing and evolving nature of media, the course demands the conduction of workshop and certification to understand the trends and the dynamics of media. Also, there is an inclusion of electives ranging from writing for media to personality development, from radio anchoring to video editing, even covering different beats of journalism as independent subjects under choice based criteria, the market oriented skill-building subjects like digital media marketing to the development of critical eye through film appreciation, and in the final semester the inclusion of the subject named entrepreneurship all are meant to augment the versatility among students and make them industry ready. Infused with the essence of technology, the curriculum integrates contemporary media trends, video production, radio production, thus equipping students to face the competitive media world. The career prospects originating from this course are extensive and expansive, offering roles in traditional journalistic avenues, options for freelancing or entrepreneurship even beyond metro cities but to sub-urban and rural areas. The subject further opens avenues for higher education and specialization in areas like advertising and public relations, or journalism equipping students with a strong foundation and practical skills crucial to survive in evolving media sphere.

However, the learning method as well as the delivery method is of utmost importance because it assists in developing the required skills for a job and skills specific to a particu-



lar profession. The meaningfulness of course could only be defined when learning is applied to the actual work scenarios. Universities are increasingly expected to show that their students are equipped with skills that make them relevant and employable which are also the basis of their rankings as well.

Work-Integrated Learning (Wil) can be an essential approach in education build to connect students with real workplace experiences relevant to their studies. It's a way to combine what's learned in classrooms with practical work in a specific field. Implementing work-integrated learning requires careful planning and assessment methods that allow students to progress and receive helpful feedback. This becomes critical as universities operate in a more competitive environment.

Work Integrated Learning

Work-integrated learning (Wil) (Billett 2009: 827-843) stands as a well-grounded pedagogical approach that facilitates student learning by interconnecting experiences within both academic and workplace settings. Sattler (2011: 5) delineated three distinct models of Wil: firstly, the systematic training approach, where the workplace serves as the primary locus for learning, akin to an apprenticeship; secondly, the structured work experience model, exposing students to the professional realm within a postsecondary education program, encompassing activities like field experience, professional practice, co-op, or internship; and finally, the institutional partnerships model, involving educational initiatives crafted to fulfil industry or community objectives, exemplified by service learning. Wil is not just a service or experience; it's a foundational part of education. It blends theory with practical learning, making graduates more innovative, productive, and better in working together. Wil helps students develop practical skills relevant to their industry and improves their research abilities, critical thinking, and time management. It also bridges the gap between theoretical learning in class and its application in real work settings. Work-Integrated Learning Curriculum Classification (Wilcc) (Dean et al. 2020) Framework has



been seen in various universities as it supports a wide range of Wil activities like internships, industry projects, fieldwork, and simulations, to ensure students get diverse experiences for employability.

National Education Policy (2020) and Media Education

The National Education Policy (Nep) 2020 of India predicts reforms for a vibrant knowledge society. It emphasizes on gaining self-reliance by creating adaptable education system which requires systematic planning. Media education is a multidisciplinary field which has the capacity to go beyond the traditional set ups. Through Nep-2020, a unified curriculum can be established addressing the media industry needs and dynamics. There is a need to lay emphasis on skill enhancement through hands-on training and internships to produce skilled media professionals (Mangalore University 2021). This approach promotes outcome as well as project-based learning modules with continuous assessment, building competencies through experiential learning and life skills. It aims to blend craft, creativity, and critical thinking within media education. Media education must reflect the spirit of Nep-2020 by fostering inclusion and should become intellectual spaces for interdisciplinary research rooted in social orientation and cultural diversity (Malik 2020). The Nep-driven curriculum for journalism education stands as a comprehensive response to the demands of a rapidly evolving media landscape.

Curriculum Development and Locf

Curriculum development is a deliberate, systematic process aimed at positive enhancements in higher education. The Learning Outcome Curriculum Framework (Locf) as suggested by the University Grants Commission of India seeks to equip students with a diverse skill set, including knowledge, values, attitudes, leadership qualities, and a readiness for life-long learning (University Grants Commission 2019). The



Choice Based Credit System (Cbcs) in BA Mass Communication is based on Locf. It guides on the aspects of formulating attributes, learning outcomes and defining quality at various level of education. It directs curriculum planning, and programme design by giving guidelines necessary for learning (University Grants Commission 2019). The framework proposes flexibility, innovation, and a clear purpose, ensuring that in-depth knowledge aligned with present-day needs for higher studies or employment to students (Rajiv Gandhi University 2021).

Taxonomy and Educational Objectives in Mass Communication

Taxonomy is a necessary tool required for structuring educational objectives and designing the learning experiences (Aripin et al. 2020: 524-530). Considering the relevance of work integrated learning in mass communication education, Dee Fink's taxonomy is significant for addressing not the cognitive aspects but also the affective dimensions for designing educational objectives. The taxonomy incorporates foundational knowledge, application goals, integration, human dimension, caring and learning how to learn (Fink 2003). The taxonomy can be seen relevant to the field of mass communication as it ensures to align the objectives to both individual and professional growth of the students by promoting the development of essential skills, critical thinking and emotional intelligence.

REVIEW OF LITERATURE

For understanding the dynamics for shaping mass communication education in the contemporary world, it is important to understand the significance of work-integrated learning in mass communication and journalism education. Jones (2016) emphasised upon the positive impact of Wil on the reputation of student journalists and their universities. The study explains the role of students' journalists seen valuable by



the locals for contributing to public service during election coverage thereby also enhance the reputation of the students as well as that of the educational institutions. Valencia-Forrester (2020: 697-712) further presents a typology of different work integrated models with a critical approach in journalism education. The article defines Wil models ranging from traditional internships to university-led Wil, pop-ups newsrooms explaining their strengths and weaknesses aligning them with the industry needs. Fulton et al. (2021: 57-71) explored students' attitudes towards Wil and stressed upon the incorporation of authentic assessments in all the journalism courses of the University. Highlighting the significance of these assessments in enhancing both the learning experience and employability prospects (Makhadi, Diederichs 2021) contribute insights from the South African context, investigating the role of a six-month Wil module in preparing journalism students for the workplace. The study supports the significance of imparting both theoretical and practical training to produce media graduates to make them well-versed in theory and also work-ready, addressing the concerns of employers in the media and communication industry.

Njuguna, Mberia, & Jjuuko (2020: 1627-1636) researched on Wil from online journalism skill building in mass communication courses. The findings suggest a positive correlation between Wil experiences, the digital practices and the industry collaboration required to achieve students' efficiency on online journalism skills. The study highlights the urgent need to integrate such experiences into online skills training.

The role of Dee Fink in curriculum design is also studied, a specifically integrated course design, Fink (2003) argues for an integrated approach that considers every aspect of a course, from reading materials to assessments, with the ultimate goal of promoting significant learning. The paper advocates for faculty members to adopt this process, emphasizing its potential for improving student acquisition of meaningful learning. Calvin (2022) extends Fink's principles into the realm of online learning. The study explores the integrated course design experience of an online first-degree course, demonstrating how this methodology fosters learner engagement and sig-



nificant learning experiences. Calvin's work reinforces the adaptability of integrated course design in the evolving landscape of online education.

THEORETICAL FRAMEWORK

Dee Fink's Significant Learning Taxonomy:

Dee Fink conceptualizes learning as a transformative process necessitating change within the learner. According to Fink, learning is fundamentally characterized by the presence of substantial alterations within individuals; in the absence of change, genuine learning does not occur. Moreover, Fink emphasizes the significance of enduring and meaningful changes that hold relevance within the learner's life for the learning to be considered significant.

Unlike conventional hierarchical learning taxonomies, Fink's framework deviates by adopting an interactive model. Here, various forms of learning aren't rigidly structured hierarchically but rather interact dynamically, each form capable of stimulating others. Fink's Taxonomy, uniquely, extends beyond cognitive processes, encompassing additional objectives of teaching. Specifically, it incorporates affective elements such as the "human dimension" and "caring", which involve the identification and transformation of one's emotional responses and values.

This taxonomy, rooted in the principles of significant learning, diverges from traditional hierarchical structures by advocating for a more interactive and comprehensive approach. By emphasizing enduring changes and the interconnectedness of diverse learning dimensions, Fink's framework offers a nuanced perspective on the multifaceted nature of learning processes.

Fink's Taxonomy provides a structured approach to designing significant learning experiences. Here's a breakdown of the key aspects and associated verbs (Arend 2021) for each of the six categories in the taxonomy: *a) foundational knowledge*: verbs (associate, categorize, classify, clarify, com-

pare, contrast, define, describe, explain, give examples of, identify, illustrate, indicate, list, name, paraphrase, predict, recite, recall, recognize, repeat, restate, summarize) and key questions (what key ideas or perspectives are essential? What information, facts, terms, concepts, principles, and relationships should students understand and remember?); *b) application goals*: verbs (apply, demonstrate, practice) and key questions (what critical, creative, and practical thinking skills are important? Do students learn how to manage complex projects?); *c) integration goals*: verbs (combine, compare, evaluate, correlate, interact, differentiate, connect, synthesize, relate, associate) and key questions (what connections should students recognize within the course, between this course and other areas, and between the course and their personal, social, or work life?); *d) human dimensions*: verbs (acquire, advise, advocate for, be aware of, collaborate, communicate, cooperate, decide to, describe, demonstrate, educate, embody, empathize, express, feel confident, influence, initiate, inspire, involve, lead, mediate, mobilize, negotiate, nurture, promote, reconcile, reflect upon, respect, see oneself as, serve, share, show, suggest, support, take responsibility) and key questions (what should learners learn about themselves? What should they learn about understanding and interacting with others?); *e) caring*: verbs (agree, commit, decide, demonstrate, develop, discover, explore, express, get excited about, identify, pledge, recognize, renew, share, state, value) and key questions (what changes in learners' feelings, interests, and values are important? What changes and values do you hope students will adopt?); *f) learning to learn*: verbs (reflect, collaborate, write) and key questions (what would you like students to learn about being a good student in this course? How to engage in inquiry and construct knowledge? How to become a self-directing learner in this subject?).

By using these verbs and addressing the key questions for each category, educators can design comprehensive learning experiences that encompass a wide range of cognitive, affective, and interpersonal skills.

Work-Integrated Learning Curriculum Classification (Wilcc) Framework

Work Integrated Learning (Wil) encompasses activities that seamlessly blend work practices with academic learning within an educational institution. Through Wil, students engage in real-world, experiential learning that directly aligns with their academic programs. This learning may take place in person or remotely, in actual workplaces or simulated environments, and even within classrooms. Wil covers forms such as practicums, placements, internships, service learning, industry projects, workplace simulations, and professional activities. At the University of Wollongong (Uow), Wil activities are meticulously designed with key principles, leveraged industry expertise, encouraged self-reflection, and provide constructive feedback. Moreover, the activities actively contribute to shaping students' career goals by aligning with established career development frameworks. It is designed to facilitate mapping Wil activities across different subjects, enable institutional reporting, and ultimately enhancing students' employability by broadening access to Wil opportunities.

The (Wilcc) Framework categorizes Wil activities based on student learning practices. The clusters within the framework are defined as: *a) co-curricular Wil*: coordinated activities outside formal credit-bearing subjects, serving as an extension of course learning experiences. These are purposefully designed for career development learning, reflection, and dialogue, and are endorsed or approved by the institution. Medium to high levels of authenticity. Recorded in student portfolios or academic transcripts. May involve intentional teacher or leader-facilitated sessions; *b) foundational Wil*: activities within credit-bearing subjects encouraging observation, exploration, analysis, or reflection on theory in practice. Purposeful design for career development learning, reflection, and dialogue around feedback. Medium to high levels of authenticity. Takes place within or around formal classes. Peer-to-peer and peer-to-facilitator interactions. May or may not involve direct interaction with industry professionals; *c) embedded Wil*: activities within formal credit-bearing subjects providing oppor-



tunities for practice and critical reflection on a chosen discipline. Complements the learning of discipline knowledge. Medium to high levels of authenticity. Contact hours in Wil activities are less than in formal classes. Engages students independently or in groups. May or may not involve interactions with industry/community professionals; *d) applied Wil*: activities within credit-bearing subjects offering opportunities to practice and reflect on a profession. Regular engagement in professional practices through authentic workplace or work-based activities. High levels of authenticity. Contact hours in Wil activities are equal to or more than formal classes. Engages students independently or in groups. Involves interactions with industry/community professionals; *e) professional Wil*: subjects wholly devoted to Wil, often a degree requirement, providing substantial time in the workplace. High levels of authenticity and proximity to a workplace. Students receive guidance, supervision, and feedback from the organization. Support from teaching staff or coordinators throughout the experience, including briefing/debriefing, assessment, and feedback. May involve complementary activities to integrate learning with work practice.

The Wilcc Framework distinguishes between these classifications based on the nature and context of work-integrated learning activities, emphasizing the level of authenticity, proximity to a workplace, and the degree of engagement with industry/community professionals.

RESEARCH OBJECTIVE AND METHODOLOGY

The research objective of the paper is to evaluate the integration of Work-Integrated Learning (Wil) in Mass Communication Education through the Bachelor of Arts in Journalism and Mass Communication (Bajmc) program at Guru Gobind Singh Indraprastha University. The research questions are: *a)* how does Dee Fink's taxonomy function as a comprehensive learning, addressing both the establishment of foundational knowledge and the facilitation of work-integrated learning? Validate the completeness of this taxonomy and identify vari-



ables related to Work-Integrated Learning using the Wilcc framework; *b*) to what extent does the curriculum of the Bajmc program contribute to significant learning outcomes and support the integration of work-integrated learning? *c*) how do the teaching-learning processes within the Bajmc program align with and facilitate work-integrated learning among students?

The research methodology employed in this study involves a comprehensive and multi-faceted approach to evaluate the integration of Dee Fink's taxonomy and the Work-Integrated Learning Curriculum Classification (Wilcc) Framework within the Bachelor of Arts in Journalism and Mass Communication (Bajmc) program at Guru Gobind Singh Indraprastha University. The study encompasses a range of data collection and analysis methods to address the research objectives.

To establish the foundational understanding, the keywords from the Work Integrated Curriculum Classification clusters as well as from the Dee Fink's taxonomy are aligned in order to draw relevance of using the Fink's taxonomy to understand work integration in the Bajmc syllabus of Guru Gobind Singh Indraprastha University through the objectives defined against the programme as well as in the subjects.

Hybrid Analytical approach has been used by combining quantitative analysis, includes credit-based percentage calculations and then aligning the syllabus objectives with the Wilcc framework and Dee Fink's taxonomy as part of qualitative approach. This allows for a comprehensive evaluation of the syllabus's inclination towards work-integrated learning. The steps undertaken are: *a*) review of Bajmc syllabus objectives using Dee Fink's taxonomy dimensions; *b*) categorization of objectives into clusters as defined in Wilcc framework; *c*) assessment of credit weightage for each objective; *d*) Evaluating the competency and completeness of the curriculum in fostering employability and industry-relevant skills.

To understand the curriculum implementation and teaching approaches towards work integrated learning, the faculty members were interviewed and transcribed using theoretical thematic analysis based on Fink's taxonomy and then further



assessed under different Wilcc clusters. The faculty members are interviewed to understand the way the teaching is imparted in classroom keeping in mind the way.

Ethical Considerations are: *a)* ensure the confidentiality and anonymity of faculty participants; *b)* obtain informed consent from faculty members before conducting interviews; *c)* adhere to ethical guidelines in handling and analysing data.

DATA COLLECTION AND ANALYSIS

Dee Fink's Taxonomy and Wilcc Framework:

Fink's taxonomy is a general framework with six categories applicable across educational set-ups emphasise learning practices such as critical thinking, creativity, and practical thinking. Wilcc framework is with five more outcome-oriented classifications is meant to address work-integrated learning activities based on their nature and impact on students. The connections are: *a) learning objectives*: both frameworks define learning objectives. Fink's taxonomy focuses on achieving both affective and cognitive objectives and Wilcc framework caters categorizes work-integrated learning activities based on similar student learning practices, spanning co-curricular, foundational, embedded, applied, and professional Wil; *b) integration of career development learning*: both frameworks recognize the integration of career development learning. Wilcc framework explicitly meant for career development learning in every category. Fink's taxonomy also includes aspects such as understanding oneself (human dimensions), caring (changes in feelings, interests, values), and learning how to learn, all of which contribute to students' career development; *c) reflection*: reflection is highlighted in both frameworks as a crucial element of the learning process. Fink's taxonomy includes reflection in the learning-to-learn category, while the Wilcc framework highlights the role of reflection and engaged feedback across its classifications.

Assessing the relevance of curriculum in work-integrated learning: *a) Fink's taxonomy*: can be utilized to assess the rele-



vance of curriculum by ensuring that learning objectives cover a broad spectrum and can serve as a guide to designing comprehensive and meaningful learning experiences; *b) Wilcc framework*: offers a specific lens for assessing the relevance of curriculum in work-integrated learning. Categorizing activities based on their alignment with credit-bearing subjects and the level of workplace engagement provides a structured way to evaluate the integration of work experiences within the curriculum.

While there are differences in the specific terminology and detailed categories between the two frameworks, there are overarching similarities in their focus on holistic student development, engagement with real-world experiences, and the integration of learning with practical application. Both frameworks provide a structured approach to designing educational experiences that go beyond traditional knowledge acquisition. Together, these frameworks can provide a comprehensive approach to curriculum design and evaluation, ensuring that both the general learning outcomes and the specific context of work-integrated learning are addressed.

In assessing the relevance of curriculum in work-integrated learning, Fink's Taxonomy serves as a guide to ensure that learning objectives cover a broad spectrum, fostering comprehensive and meaningful learning experiences. On the other hand, the Wilcc Framework offers a specific lens for assessing curriculum relevance in work-integrated learning, providing a structured approach based on alignment with credit-bearing subjects and the level of workplace engagement. Together, these frameworks can offer valuable tools for designing, assessing, and enhancing work-integrated learning elements in mass communication education.

Curriculum Analysis of the Bajmc Program

The Bajmc syllabus is comprised of 6 semesters with a total of 24 main subjects 20 practical subjects 2 professional training/ extended, 1 viva, 2 subjects based on a non-university evaluation system and soon going to introduce one



Tab. 1. *Credit allocation to different subjects of the Bajmc Programme*

Semester/ Credits as per student	Theory Sub- jects/ credits (4 each)	Elective/ Credits (4 each for theory) Student choose 1/3	Practical subjects (2 each)	Others	Total in each semester
1	3/12	3/4	5/8	2 (Non-University Evaluation) 2	26
2	3/12	2/4	5/8	-	24
3	3/12	2/4	5/6	1/4 (Summer Training Report)	26
4	3/12	2/4	5/8	-	24
5	3/12	2/4	5/8	1/4 (Functional Expo- sure Report)	28
6	3/12	-		1/16 (Final Project and Comprehensive Viva)	28
Total credit	72	20	38	26	156

more related to society and community development and participation by the student whose report will be presented at the end of the course. Syllabus credit assessment: practical subjects can be categorised as application-based as well as integration goals as calculated in table 1.

Following the completion of the 2nd semester, students are required to engage in a four-week training or internship in Print Media. A comprehensive report detailing the activities and experiences during this training must be submitted in both hard and soft copies. Upon completion of the 4th semester, each student is obligated to undergo a Functional Expo-



sure Training or Internship for four weeks in either Radio, TV, Advertising, Public Relations, or in a Ngo. The submission requirements include a detailed report and a soft copy of a multimedia presentation that encapsulates the acquired experiential learning. During the final project and comprehensive viva, students are expected to present their final projects, focusing on one of the disciplines such as Print Media, Electronic Media (Radio/TV), or Digital Media.

Dee Fink's Taxonomy in Bajmc syllabus concerning significant learning: In total the theoretical that is foundation knowledge is covered in 72 credits whereas practical aspects concerning application and integration there are 38 credits. Considering the learning and industry exposure there are 26 credits as well as 20 credits for human dimensions and caring aspect concerning significant learning.

Syllabus analysis as per Dee Fink's Taxonomy of Significant Learning

Assessing the Bajmc syllabus from the taxonomy based on the significant learning, the objectives are defined as per Dee Fink's taxonomy in table 2. Considering the number of objectives as defined in the university syllabus of Bajmc, out of total the foundational objectives are 74 in number and application inclusive of Critical thinking skills, creative thinking skills, practical thinking skills and Performance skills are 61 in number. The integration and learning how to learn objectives are 6+10 which comes to 16. The humanitarian as well as developing respect for the curriculum and the profession are covered in just 7 objectives. Based on the objective, the credit count of the subject of Bajmc curriculum is calculated in table n. 3. Using the Hybrid Analytical Approach for Assessing Work-Integrated Learning in Bajmc Syllabus, the quantitative analysis, including credit-based percentage calculations, is combined with qualitative analysis by aligning the syllabus objectives with the Wilcc framework and Dee Fink's Taxonomy. The hybrid nature of this approach allows for a comprehensive evaluation of the syllabus' inclination towards work-integrated

Tab. 2. *Objectives of Bajmc syllabus defined as per Dee Fink's taxonomy verbs list as listed by the Intentional College Teaching*

Taxonomy of Significant Learning	Total n. of objectives
Foundational Knowledge	74
Application (Critical thinking skills, creative thinking skills, practical thinking skills and Performance skills)	61
Integration	6
Human Dimension	3
Caring	4
Learning How to Learn	10
Total	155

learning, considering both quantitative metrics and thematic alignment. Let's calculate the percentage (table 4) of presence for each Wilcc cluster in the Bajmc syllabus based on the provided data. Based on the quantitative analysis of the Bajmc syllabus using the Wilcc clusters: *a)* foundational Wil represents 33.03% of the total credits and covers 47.74% of the objectives. There is a substantial emphasis on foundational Wil, indicating a focus on observing, exploring, analysing, or reflecting on theory in practice; *b)* applied Wil constitutes 26.61% of the total credits and includes 39.35% of the objectives. Applied Wil has a significant presence, providing opportunities for students to practice and reflect on a profession; *c)* embedded Wil accounts for 17.43% of the total credits and covers 3.87% of the objectives. The presence of embedded Wil is relatively low, suggesting a limited focus on activities complementing the learning of discipline knowledge; *d)* professional Wil represents 18.35% of the total credits and includes 6.45% of the objectives. Professional Wil has a moderate presence, aligning with the emphasis on career development learning and reflection; *e)* co-

curricular Wil contributes 1.83% of the total credits and covers 2.58% of the objectives. Co-curricular Wil has a minimal presence, indicating that coordinated activities outside formal subjects are not a major focus in the syllabus.

Analysis, Faculty Interviews and Theoretical Thematic Analysis

The Bajmc syllabus shows a significant integration of foundational and applied Wil, suggesting a strong emphasis on theoretical knowledge and practical application related to the profession. There is a moderate presence of professional Wil, indicating attention to career development and reflection on work experiences. The presence of embedded Wil is relatively low, and co-curricular Wil has a minimal focus, suggesting potential areas for enhancement in activities complementing discipline knowledge and coordinated activities outside formal subjects. Overall, while foundational and applied Wil are well-represented, there is room for further development in other Wilcc clusters to create a more comprehensive work-integrated learning experience in the Bajmc syllabus.

Considering the theoretical thematic analysis/deductive thematic analysis, the research questions were put up with faculty members teaching the subjects of mass communication and journalism. Dee Fink's taxonomy of significant learning has been used as the basis of work-integrated learning. Bajmc is a course designed to develop foundational as well as practical knowledge among the students. The focus is more on making them industry ready. The subjects are taught more from the perspective of employment. Whether it's designing, journalism, public relations, advertising, or research, the idea is to only ensure that students may find work even through classroom teaching. Besides, flexibility is given especially in practical where though there are mentioned assignments, but no faculty need to focus on the same assignments, they can be creative and different in their approaches. There is the freedom to need not to strictly follow the syllabus, the practical can be designed according to the classroom intellect and creativity. When students after studying from the college come back and



Tab. 3. *Objectives and Credits of Bajmc curriculum defined as per Dee Fink's Taxonomy*

Fink's Taxonomy	Credits	Number of Objectives
Foundational Knowledge	72	74
Application Goals	20 (Elective)+ 38 (Practical subjects)=58	61
Integration	From Practical Subjects=38	6
Learning how to learn	Others=26	10
Human dimension	Elective plus one NUES=20+2=22	3
Caring	One subject yet to be introduced covering Nss, Ncc, Community development and participation credits+ societies and clubs so no credit as well	4

Tab. 4. *Percentage of Wilcc Clusters in Bajmc Syllabus defined through the number of objectives as well as through the number of credits*

Wilcc Clusters	Credits (number of credits/ total number of credits)	Objectives/ total number of objectives
Foundational Wil	33.03%	74/155=47.74%
Applied Wil	26.61%	61/155=39.35%
Embedded Wil	17.43%	6/155=3.87%
Professional Wil	18.35%	10/155= 6.45%
Co-curricular Wil	1.83%	4/155= 2.58%

interact with the faculty and students, they do recall classroom discourses of how they became handy in industry. Since mass



communication is a broad subject, basic elements to be a critique are the most suitable person as one doesn't need a critical situation to work responsibly.

Inferences from the Faculty Interviews drawn through keywords and concepts

As regards the co-curricular Wil, the main objective of teaching is the emphasis on skills development, industry relevance, and making students industry-ready. Activities such as live research projects, advertising campaigns, and video conferencing with industry guests also contribute to co-curricular Wil. Lecture-based, practical assignments and live examples contribute to foundational Wil and knowledge by encouraging observation, exploration, and analysis in a real-world context. Activities like flipped classrooms, case studies, and practical assignments align with foundational Wil by emphasizing critical thinking, creative thinking, and practical skills development.

Engagement with industry through event management lab, live client projects in digital media marketing, advertising and public relations as part of assignment within formal credit bearing subjects can be examples of embedded Wil. Subjects like human values, development communication and practising journalism for societal good in areas like health journalism contribute to human dimension within embedded Wil by connecting academic learning with real-world applications. Conducting Mock press conferences as part of public relations, organizing online and offline events, and running campaigns for start-ups or smaller entities align with embedded Wil by providing opportunities for practice and reflection within formal subjects.

Running integrated marketing campaigns and taking up real-world assignments, and exposure to industry practices through internships or freelancing contribute to applied Wil by offering opportunities to practice and reflect on a profession. Students working in non-government organisations during and after their graduation, conducting research on social



issues, and sensitizing human values contribute to professional Wil by focusing on the human dimension and caring aspects. Initiatives like mock press conferences and even inviting real world journalist can develop professionalism among students, inviting media jury to events or having workshops and seminar or conducting peer learning workshops align with professional Wil by fostering self-directed learners and caring for the subject matter.

Bajmc's syllabus is thus strategically designed to cater to significant learning where there is a strong inclination towards work-integrated learning, especially in the areas of applied WIL and embedded Wil. The emphasis on real-world projects, industry interactions, and self-directed learning contributes to making students industry-ready. The incorporation of human dimensions, caring elements, and a focus on learning how to learn further enhances the holistic development of students. The syllabus creates a balance between theoretical understanding and practical exposure, aligning to prepare students for employment in the media industry.

The foundational and applied Wil components are robust, but the analysis highlights the need for increased attention towards Professional Wil to focus more on career development and reflective practices. Additionally, embedded Wil and co-curricular Wil show room for improvement, suggesting potential areas to supplement discipline knowledge and introduce coordinated activities outside formal subjects.

The use of both Fink's taxonomy as well as the Wilcc Framework in the curriculum can be useful in designing meaningful experiencing by combining the element of self-reflection and applying the same in professional world while gaining knowledge and training. The implication of the study suggests that Bajmc syllabus though has integrated theory and practical knowledge and has clearly aligns with the goals of producing media professionals, however, there is a need to introduce or focus more on professional Wil and enhance embedded and co-curricular Wil component. This step can develop a holistic skill set and industry readiness in students.

In conclusion, the assessment underscores the program's commitment to work-integrated learning, identifies areas for



enhancement, and provides a roadmap for refining the curriculum. By addressing the outlined opportunities, the Bajmc program can continue to evolve as a dynamic and industry-relevant educational model. Future research endeavours can explore these areas in greater detail, contributing to the ongoing advancement of Mass Communication Education with a focus on work-integrated learning.

Suggestions for improvement

While foundational and applied Wil are well-represented, there's room for improvement in professional Wil. Increasing exposure to authentic workplace experiences and career development activities could strengthen this aspect. The analysis indicates a relatively low presence of embedded Wil. To enhance this, consider integrating more activities within formal credit-bearing subjects that provide opportunities for practice and critical reflection on discipline-specific skills. Co-curricular Wil has a minimal focus. Exploring opportunities for coordinated activities outside formal subjects, endorsed or approved by the institution, can supplement discipline knowledge and provide additional career development learning experiences.

There is a need to utilize Fink's taxonomy to ensure that learning objectives cover a broad spectrum, including foundational knowledge, application, integration, human dimensions, caring, and learning how to learn. This will guide the design of comprehensive and meaningful learning experiences. Also, continue utilizing the Wilcc framework for structured evaluation. Regularly assess the curriculum's alignment with credit-bearing subjects and the level of workplace engagement, ensuring a robust integration of work experiences within the syllabus. To promote flexibility and creativity in practice, it is required to maintain and promote intentional design and flexibility in practice. Encourage faculty to be creative and diverse in their approaches, allowing for a dynamic and engaging work-integrated learning experience. By addressing these suggestions, the Bajmc program can further strengthen its work-



integrated learning components, ensuring students are well-prepared for the demands of the media industry while fostering holistic development.

Limitations and scope for future research

The findings depend on the precision of syllabus documentation and the accuracy of faculty responses, which may introduce an element of uncertainty. Also, the study excludes the understanding of the students' experience and administrative viewpoints. This might limit the holistic insights needed for a complete evaluation of the program.

The comprehensive analysis of the Bachelor of Arts in Journalism and Mass Communication (Bajmc) program at Ggsip University provides valuable insights and directions for future research and improvements. Conducting a longitudinal study to incorporate the student experience from different semesters and different areas, including feedback and reflections from ones who have completed the program, can provide a more comprehensive understanding. Also, a comparative analysis can be conducted with similar Mass Communication programs at other institutions to achieve an understanding how different programs approach work-integrated learning can offer valuable benchmarks for improvement.

By exploring these avenues, future research can contribute to the ongoing refinement of Mass Communication Education, ensuring that work-integrated learning remains a cornerstone in preparing students for successful and impactful careers in the media industry.

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