Conference Proceedings

ABSTRACTS

All Concurrent Sessions
Presented at the
International Conference on Work Integrated Learning
in Hong Kong

(IN ALPHABETICAL ORDER
PER MAIN PRESENTERS' LAST NAMES)

ISSN 2153-1668

DISCLAIMER:

"In-quest for Post-School and Higher Education-Industry Synergy in South Africa: The Jury is Out!"
20-minute Reviewed Paper
Presenter:
Salim Akoojee, Research and Development, merSETA and University of KwaZulu-Natal (South Africa)

The macro-political framework is in place for a more articulated relationship between industry and higher education. The strategic inclusion of Sector Education and Training Authorities (SETAs) within the higher education sector in South Africa has been greeted with considerable optimism. But should this be the case and what are the opportunities and challenges. While the jury is out on the impact of this development, this paper will explore the nature and likely impact of this latest development on skills development policy and practice in the country. In particular, the paper will examine the changing context of skills development in South Africa and attempt an understanding of possibilities and constraints for national policy development in the country.

The reorganisation of some government ministries under the newly installed ANC President Jacob Zuma after the election has transformed the spatial context under which skills development takes place. The structural positioning of the supply-side post-school education and training sector, both Universities and Further Education and Training Colleges, with the demand-side skills development institutions of the Sector Education and Training Authorities (SETAs) under a newly-created Department of Higher Education and Training (DHET) provides a real opportunity to achieve institutional synergy. While it has created a clearly defined post-schooling sector, by incorporating FET Colleges with Universities and enabled national engagement with FET Colleges and associated functional challenges that need to be accommodated, the quest for synergy between supply and demand will need to be responded to. The provision of a clearly defined post-schooling pathway for youth has, nevertheless bee n created to allow for a more coherent policy context that is likely to increase opportunities synergy and thus opportunities for workplace learning. In addition, the move has smoothly enabled the structural move of FET Colleges from a provincial to a national competence. Concerns about the responsiveness of institutions to local labour markets and the industry concern for relevant learning opportunities nevertheless simmer in the background. Furthermore the development has heightened expectation of the real shape and form of a developmental state articulated in policy proposals. The opportunities offered by the move for Sector Education and Training Authorities in the new political landscape become particularly crucial.

This paper will therefore examine the possibilities and constraints in skills development in South Africa in a context of structural re-positioning of the skills development competence from its former home in a Department of Labour to a Department of Higher Education and Training.

Keywords: industry role, skills development policy, education and training, South Africa, sector education and training authorities

"Cooperative Education – The Experiences from Telkom Institute of Technology, Indonesia"
20-minute Reviewed Paper
<u>Presenters</u>:
Husni Amani, Rector, Telkom Institute of Technology (Indonesia)
Litasari Widyastuti Suwarsono, Telkom Institute of Technology (Indonesia)

Telkom Institute of Technology (IT Telkom) which focuses its academic programs in information and communication technology (ICT) was set-up at in 1990 to anticipate demand and the development of Indonesia ICT industry. Today, ICT industry in Indonesia is growing fast which can be shown with its yearly industry investment, growth of customers and intensive competition.

IT Telkom offers 2 professional, 8 undergraduate and 3 postgraduates programs. In response to latent problem of low quality of work forces entering into ICT industry, the curriculum of the programs are combined between theories and practical experience which will enrich students experiences. During their study, students who take professional and undergraduate programs will conduct three coop programs in the ICT industry.

Many partnerships have been developed to expand coop program including telecommunication and IT vendors and operators, local Government, small and medium enterprises in ICT and manufacturers.

There are many benefits for students to do coop works. They get industrial work experiences as well as know social environment in ICT industry such as work communication, team work building and personal network. The experiences also showed that the graduates can get jobs much easier due to their industry background experiences. Also for the academic staffs, they can learn a lot of up to date ICT industry problems which can enrich their lecturers and research. For IT Telkom, coop program can increase quality of learning and research processes and eventually to its graduates and reputation. So far its graduates have been well accepted by domestic as well as foreign ICT vendors and operators, the Government and other companies such banks, insurance, consultants and universities. Waiting time to get jobs is around 3 months. In addition, based on previous recruitment of PT Telkom, around 30 percent of new employees intake came from graduates of IT Telkom. There is no special treatment by PT Telkom for IT Telkom graduates.

Feedback from ICT industry, graduates have good knowledge and also good industry background. But English proficiency must be improved accordingly.

Internally, to make this cooperative education as one of the university competitive advantage, some initiatives must be developed including to set-up special coop organization unit to be focus in managing coop programs and also to develop international coop program, partnering with foreign universities as well as global ICT companies.

Keywords: IT Telkom, information and communication technology (ICT), ICT industry, international co-op program, practical experience, partnership, benefit, jobs, feedback

"The Active Role of PT Telekomunikasi in Developing Cooperative Education in Indonesia"
20-minute Reviewed Paper
<u>**Presenters**</u>:
Husni Amani, Rector, Telkom Institute of Technology (Indonesia)
Dr. Faisal Syam, PT Telekomunikasi Indonesia (Indonesia)
<u>**Supporting Authors**</u>:
Irsyal Boiriza, PT Telekomunikasi Indonesia (Indonesia)

Quality of work forces become a big problem in Indonesia. It is showed by high number of university graduates that do not have jobs. This number tends to increase in the future if no significant move from the Government, industry as well as universities. One important issue is that employment demand from industry does not link and match with university programs. To cope with the issue, the Indonesian Minister of Education setup a national link and match initiative. Then in 1997 a cooperative education program was launched with cooperation with 16 universities and 11 companies. PT Telkom was one of those companies took this initiative.

PT Telekomunikasi Indonesia Tbk. or PT Telkom or Telkom which is a state owned company is currently a leading information and communication technology operator in Indonesia. The Company which is listed in NYSE, LSE and IDX has been actively taking significant role in developing cooperative education for higher education in Indonesia since long time ago.

This paper is to elaborate and discuss active role of Telkom for developing cooperative education in Indonesia including active partnerships with universities, internal system development and make coop as part of its human resources recruitment program.

With its national business operations across Indonesia, the Company offers abundance world class problems for students to conduct cooperative education. Such problems range from telecommunication and IT technical works, network deployment, service or product development, customers service, human resource management, financial management, investor relations until research & development works and training material development. Telkom opens coop opportunities for students from many universities as part of its proactive corporate social responsibility program. To do an extensive and beneficial coop program, Telkom has formed a special unit for handling its company wide coop program. This unit also develops planning, recruitment processes as well as assessment for coop students. Another strategic initiative is that Telkom also makes coop as part of its recruitment process to get high quality employees. During their works, students are being observed and evaluated by a committee based on hard-skill and soft-skill criteria.

So far, every year Telkom has developed active partnerships with more than 160 universities in Indonesia. In addition, the Company has close cooperation with The Indonesian Council for the Development of Partnership Programs to recruit and assess the coop program.In 2007, Telkom received a national award as a role model of the cooperative education from the Minister of Education.

Keywords: quality of work forces, employment demand from industry, link and match, role of Telkom, human resources recruitment, coop opprtunities, strategic initiative, hard-skill and soft-skill, the Indonesian Council for the Development of Partnership Programs

"A Study of Work-Integrated Training for Occupational Health and Safety Practitioners: Work Performance as an Expression of Student Personality"
20-minute Reviewed Paper
Presenter:
Dr. Aron King Yu, Kwok, Assistant Professor, The Hong Kong Polytechnic University (Hong Kong)
Through a review of the work-integrated training for students studying in occupational health and safety over a four-year period, it was identified that the performance of the students at work over the work-integrated training period was closely related to the personality of the students. This was supported by many student cases with good and poor accomplishment. In other words, the cases were those with highly desirable and highly undesirable performance in terms of work attitudes and work output. The findings were observed through extended individual discussions for assessing student work performance during students work placement period by the university academic supervisor with organizational supervisors of participating organizations and students. Outcome-based learning approach was used in assessing student performance for the work placement. The outcomes involved were closely linked to generic competencies required for being able to perform in a competent manner for occupational health and safety practitioners. On the whole, organizational supervisors focused mainly on the performance of the work tasks given to the students. Feedbacks on student work performance by them were mainly task-orientated and related generic skills. Personality aspects were only occasionally mentioned. On the other hand, majority of the students were rather open in expressing their opinions on work performance. They were rather self-centered. This meant that they, quite often, concerned about themselves instead from the requirement of the work type, for example, the urge for acquisition of new knowledge, self-appreciation of given tasks and student usual practice to daily matter. There was a miss for students in having a comprehensive assessment on their work. This is related to the understanding of students are rather expressive in a certain way nowadays. In this study, student cases are raised to document the relationship between work performance and student personality. Discussion is targeted on the management of the personality in enhancing the work performance of students at work during work placement, and furthermore towards the establishment of required generic competencies in building up favaourable characters for future work after graduation.
Keywords: work performance, work, personality, attitude, occupational health and safety, outcome-based learning, generic competencies, work-integrated learning

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"Work-integrated-learning as Part of an Open Distance Learning Programme in Animal Health – A Case Study"
20-minute Reviewed Paper
Presenter:
Antje J. Bartkowiak-Higgo, Senior Lecturer, UNISA (South Africa)
A three year National Diploma in Animal Health is offered by the University of South Africa via the medium of open distance learning (ODL). The qualification is aimed at training animal health technicians for the veterinary field, mainly for the provincial

government departments and also the private sector. Graduates are registered with the SA Veterinary Council as a para-veterinary profession. The diploma is a vocational qualification and besides the theoretical component the curriculum contains five practical contact courses as well as an intensive work-integrated-learning element. Due to the nature of the distance teaching mode, face-to-face contact between academic staff and students is limited and thus involvement of industry in form of mentors and supervisors of students plays crucial role in the offering of the qualification. Especially some of the students that are not employed in Animal Health and who live in the more remote or rural areas of the countr y, find it challenging to complete the work-integrated-learning component of the diploma. In 2008, a monitoring project was undertaken by the programme with strong support from the UNISA department for Tutorial Services, Discussion Classes and Work-integrated Learning to establish the progress of learners with the work-integrated-learning and to identify possible pitfalls that might hinder students in completing the diploma in a reasonable time. For this pilot project, monitors who are experienced in the field of animal health, were identified and employed and a questionnaire was developed that each student personally completed with the monitor. Results were critically analysed and will be discussed in the presentation.

Keywords: Animal Health, Learner Support, Monitoring, Open Distance Learning, Work-integrated learning

"International Students' Experiences of WIL"
20-minute Reviewed Paper
<u>**Presenter**</u>**:**
Barry J. Bell, Lecturer / Work Integrated Learning Coordinator, Dept. of Tourism, Leisure, Hotel and Sport Management, Griffith University (Australia)
Within the Department of Tourism, Leisure, Hotel and Sport Management at Griffith University all undergraduate students must complete at least one WIL course as a pre-requisite for graduation. The department s courses attract large numbers of students from the east and south-east Asian regions; 45% of enrolments are international students. The department offers a framework of three WIL options ranging from a non-assessed Industry Experience, a directed learning WIL Practicum, and self managed WIL Internship project. This study explores the issues facing international students in managing work-integrated learning (WIL) courses linked to their university studies.

Two main sources of information were used in exploring the problems faced by international WIL students and the strategies they use in managing these problems. Firstly, comments are taken from a survey of WIL staff at Griffith University related to the difficulties they have in organising and managing WIL placements for international students. The second source comes from WIL focus group discussions with international students around the strategies and sources of information they used to organise and manage their WIL experience.

While findings from this and other studies suggest international students value the WIL experience as an opportunity for personal and professional development, they often take less challenging and less valued placements rather than face the possibility of failure, or having to cope with unfamiliar work environments and work groups. International students also use their peer groups and friends to source information and advice, rather than the formal channels of support available to them. This often results in less than ideal

learning outcomes. Some strategies for assisting international WIL students are discussed.

Keywords: arranging WIL placements; international students, tourism and hotel management

"Realising Purposeful Integrations of Students' Experiences in Academic and Practice Settings"
40-minute Reviewed Paper
<u>Presenter:</u>
Stephen Richard Billett, ALTC National Teaching Fellow, Faculty of Education, Griffith University (Australia)

Currently, there is great interest by government, industry spokespersons, university administrations and higher education students themselves in the provision for and integration of their learning experiences in academic and practice settings. It is held that an effective integration of these experiences and the learning that arises from them will achieve two crucial goals for higher education. Firstly, this learning will assist graduates move smoothly into the occupational roles for which they have been prepared, and, secondly, this learning will provide capacities for them to be effective in that practice. These are tough educational goals to realise, yet are increasingly becoming an expectation of higher education programs. In attempting to fulfil this expectation, most if not all Australian universities are currently extending the arrangements for students to secure practice based experiences. These are occurring in different forms and through different mean s, across programs and occupational fields. However, at this time, it seems less consideration is being given into how the effective integration of the two sets of experiences is to be realised, which is central to realising the tough educational goals set for higher education. Perhaps missing here are some clear ways forward for progressing this integration in university programs.

The paper here advances conceptions of how that integration might be considered, proposing that a socio-personal conception is most helpful in informing curriculum and pedagogic arrangements and also the need to develop agentic personal epistemologies within higher education students. The conception of integration emphasises the need to consider the qualities and potential of the contributions from both the practice and university setting to that learning, and also the means by which students will engage in construing and constructing their knowledge within and across those two settings. The former considerations lead to an accounting for how curriculum and pedagogy practices should be best organised, and the latter to how best we might prepare students as agentic learners through the development of active personal epistemologies. Drawing upon recent and current work a set of suggestions are offered for how curriculum and pedagogic practice, as well as promoting agentic epist emologies in students might progress within the kind of constraints that comprise teaching within contemporary Australian higher education.

Keywords: learning, integrating learning experiences, occupational competence, student agency, affordances of practice and academic settings

"Comparison of Thai and Swiss Education and Work Training System in Area of Hospitality Industry"

20-minute Reviewed Paper
<u>Presenter:</u>
Thanavadee Boonlue, Vice President and Dean of Graduate Program in Communication, Siam University (Thailand)

Thailand's relatively weak human resource base has been pinpointed as one of the underlying factors in the cause of the economic and financial crisis that has hit the country over recent years. Many have highlighted the lack of Thai graduates capable of independent analytical thought as one factor responsible for the country's economic downfall. In 1999 Thailand s National Education Act B.E.2542 represented an unprecedented and long over-due break from traditional Thai educational norms such as lecturing and role learning and instead set the foundation for a more creative, questioning approach to studying. Learning reform, along with administrative reform, was laid out as one of the major aspects of the Act.

This paper examined education and training in the area of hospitality industry using observation and in-depth interview with relevant actors and responsible organizations such as managers, workers and student apprentices as well as representatives of schools (upper secondary and tertiary education levels), hotels and government officials in Thailand and Switzerland to get a deep insight into the afore-mentioned industry and a hands-on experience by staying in a number of hotels.

Thai hospitality learning system, in which students attend in-class session for 80-90 percent of their time in college, was compared to that of Switzerland, which is considered work integrated learning with proportion of theory to apprenticeship of 30:70. The comparison and analysis is focused on the following subject matters: (a) students work experience, (b) co-operation from the industry, (c) curriculum and (d) required skills. It was found that there are significant similarities and yet large differences between Thai and Swiss education system in which the Thai education system could benefit from its Swiss counterpart. Some gains and obstacles were also discussed to formulate recommendations and develop solutions to reconciliation of the two systems differences to enhance future planning and management.

Finally, Thai hospitality learning calls for supportive attitude from service industry, official policy makers and parents toward vocational training, more apprenticeship-enhanced curriculum, and strengthened linkage among students, alumni network, teachers and hospitality association.

Keywords: hospitality, education, training, apprentice, hotel, Thai, Swiss, comparison, system

"Enhancing the Educational Benefits of International Placements through Orientation"
20-minute Reviewed Paper
<u>Presenter:</u>
Donna V. Bridges, RHD Coordinator/Research, Charles Sturt University (Australia)
<u>Supporting Authors:</u>
Dr. Franziska Trede, Deputy Director of Research, The Education for Practice Institute, Charles Sturt University (Australia)

Associate Professor Wendy Bowles, School of Social Work, Charles Sturt University (Australia)
Dr. Stephen Loftus, Deputy Director Education, Charles Sturt University (Australia)

This paper will explore how students preparation for international placements can enhance the educational benefits of the student experience. The focus will be upon how students are oriented to and can learn from a global environment that is culturally, socially and politically diverse. The importance of orientation in enhancing and overcoming the challenging aspects of international placements can not be over stated (Balandin et al, 2007). This paper reflects on research conducted into understanding how academic educators make sense of and interpret the needs of students on international placements and how they integrate understandings of cultural diversity, cross cultural communication, global citizenry and tolerance of difference into their programs.

An appraisal of the literature about preparation for international placements identifies three key issues that researchers believe to be central in ensuring that students have adequate knowledge, cultural sensitivity and understanding to undertake successful placements (Webber, 2005, p. 476). Firstly, students must be briefed on the impact globalisation has upon cultural beliefs, practices and traditions within various contexts (Magnus, 2009, p. 377). Secondly, students must be taught fundamental ethical standards pertaining to practice within cross-cultural settings (Magnus, 2009, p. 378). Thirdly, the student must be made aware of their rights as students and the rights of other stakeholders (Webber, 2005, p. 474).

However, the level of cultural competency that must be achieved prior to the student undertaking placement is less well covered in the literature. Specific cultural competencies focus upon contextual knowledge of the specific country in which a placement is taking place. This knowledge includes the history and current context of the region (Heron, 2005, p. 791). It is believed that detailed knowledge of an individual context is more beneficial to the student than a broader scope of cultural understanding (Petty et al, 2004, p. 280). General cultural competencies are argued as being beneficial in the development of global citizenship. This theory focuses on a generalised knowledge of cross-cultural communication, context and history that can transcend specific cultural contexts and be applied to any setting (McAllister et al, 2006, p. 369). As such, general competencies equip the student to apply broader knowledge to specific cultural issues (Gonzalez, 1993, p. 894). This pape r will explore how orientation programs to prepare students for international placements can integrate all of the identified key areas and ultimately enhance the educational benefits of international placements.

Keywords: International placements, orientation, cultural competencies, globalisation, citizenry

"Educationally Effective Work Integrated Learning (WIL) for Indigenous Students: Connecting with Indigenous and Non-Indigenous Community"
40-minute Workshop
<u>**Presenters:**</u>
Mrs. Gina Caddies, WIL Project Officer, Centre for Teaching and Learning, University of Newcastle (Australia)

Professor John Lester, Senior Lecturer, The Wollotuka Institute, University of Newcastle (Australia)
Supporting Authors:
Professor John Lester, Senior Lecturer, The Wollotuka Institute, University of Newcastle (Australia)
Professor Gail Huon, Director, Centre for Teaching and Learning, University of Newcastle (Australia)
Mrs. Gina Caddies, WIL Project Officer, Centre for Teaching and Learning, University of Newcastle (Australia)
Professor Stephen Crump, Pro Vice-Chancellor and Director, Central Coast Campus, University of Newcastle (Australia)

This workshop will invite participants to engage in discussion regarding the provision of unique work integrated learning opportunities for Indigenous and cultural minority students. The background for discussion has arisen from our proposal to integrate a WIL subject within a Community Development Professional Attributes module of the revised Bachelor of Aboriginal Studies at the University of Newcastle. One of the key desired learning outcomes from our proposed WIL subject, is our Indigenous students will be provided with a wide range of opportunities which will enable them to achieve a high level of work readiness through gaining skills enabling them to manage diverse working environments and contexts. The understanding and appreciation of, and sensitivity to, the differing requirements and needs of specific client bases underpin this approach.

This workshop will explore issues relating to particular learning environments, including online virtual classroom settings, which could enhance, support and nurture cultural minority groups in achieving their career-related aspirations. Topics to be discussed will include academic and workforce communication, work placement and workplace human rights and the minority worker. The acknowledgment of culture, assistance in learning that culture and supporting cultural identity on a two-way educational basis, will form the crux of workshop discussion. The workshop will also encourage participants to consider the proposition of how culture affects the process by which one learns and therefore, the learning styles which one develops.

Keywords: indigenous, minority worker, cultural identity, work readiness, diversity

"VET and Practice Based Learning: Current Models of Integration"
20-minute Refereed Paper
Presenter:
James J. Cannan, Head of School of Mechanical Engineering, Manukau Institute of Technology (New Zealand)

This paper will explore and describe some of the models used when delivering practice based learning in Vocational Education and Training (VET) courses and identify issues pertaining to delivery and assessment as a result of the integration of course work and workplace learning.

Over recent times there has been an increased reliance for trainees to acquire practical vocational skills in the workplace. Apprenticeship style training has been the traditional method of training over the years where trainees were provided with mainly practical skills and theory and knowledge was gained elsewhere usually through attendance at tertiary institutions. In particular for apprenticeship style learning, workplace learning is

conducted and assessed at the workplace and students carry out full time work and study at a tertiary provider on a part time basis. This form of "on job" and "of job" learning requires a significant different approach in terms of learning and assessment and the alternative methods of applying "practice based learning" across the different student cohorts.

With the introduction of VET courses in various disciplines and levels being offered by tertiary providers as alternatives to apprenticeship training, industry placements and work experience and work practice have been introduced into certain courses to provide for a collaborative work/learning experience during course delivery.

For the purposes of this paper, 'Practice-Based Learning' may be defined as the engagement of student learning activities through the collaboration with a tertiary institution, industry partner and workplace learning. This includes although is not limited to, industry based placements, work based learning programmes integrated with the formal curriculum at a certificate level. Practice based learning has generated a great deal of debate and differing points of view from various researchers have been acknowledged. Indicated in the literature there are some identified issues with course delivery and workplace experiences providing continuing challenges for both employers and educators in delivering an incorporated system of vocational education at the workplace in partnership with a tertiary provider. However there is a general agreement amongst all stakeholders that practice based learning has developed and improved learners/employee's skills and vocational knowledge through positive integrated course work and workplace training.

Keywords: vocational education and training, industry oriented, industry, workplace learning

"Assessing Student Performance and Learning in WIL: Do Students and Work Supervisors Agree?"
20-minute Reviewed Paper
<u>Presenter</u>:
Kevin S. Carlson, Educational Development Officer, The Hong Kong Polytechnic University (Hong Kong)
This paper explores the convergences and divergences between two data sources concerning learning and performance in WIL contexts: namely, assessment methods using students as the data source and those using work supervisors. While each source contributes useful and potentially unique lenses on the outcomes in WIL, it would be useful to explore systematically the observed convergences and divergences between these methods.

Assessment data will be examined from 520 full-time university students in Hong Kong for whom both student- and supervisor-ratings are available. These students participated in summertime WIL placements between their second and final year of study with most of these placements being outside of Hong Kong - 80% of which were in Mainland China, with the remainder largely in Europe, Australia, and the United States.

Work supervisors completed paper-based evaluations of student work performance. A 3-point rating scale was utilized: exceeds, meets, or below expectations for that particular job/position. For those items that they did not have an opportunity to observe the quality or the job did not require it, they were asked to mark Not applicable or not observed.

This work performance appraisal form included 11 questions and inquired about qualities such as: responsibility, initiative, teamwork, communication, problem-solving, and adaptation to local culture.

Students completed a self-evaluation form online, rating their learning gains in terms of the extent that the WIL experience helped them develop each gain on a 10-point scale. This 10-point scale was used to increase the sensitivity of the scale, while also being easy-to-use for students as they often think about their academic performance in such terms. This evaluation instrument included 15 items with 11 of them overlapping directly with the work supervisor form. This paper will focus on these overlapping items. Preliminary results suggest that students and supervisors converged on outcomes such as: trying hard to do the best work, sense of responsibility, teamwork, and initiative. In contrast, divergences were observed only in the direction of students giving more positive ratings than work supervisors, that is no quality was observed for which work supervisors were more positive than students. In particular, students rated themselves higher as compared to supervisors in terms of qualities such as communication skills, expressing ideas clearly, and problem-solving. These results will be discussed in terms of specific assessment issues related to using these two data sources, as well as implications for evaluation. In addition, differences among country-of-placement will be explored.

Keywords: Student-ratings; Supervisor-ratings; Assessment of learning; Assessment of performance

'The Effect of Contextual Factors on Student Learning in WIL Placements: An Examination of Learning Opportunities in the Workplace"
20-minute Reviewed Paper
<u>Presenters</u>:
Kevin S. Carlson, Educational Development Officer, The Hong Kong Polytechnic University (Hong Kong)
Kirsten Leung, Assistant Career Development Manager, The Hong Kong Polytechnic University (Hong Kong)

This paper will examine the effects of a range of contextual variables on student learning in WIL placements. The perspective of this paper is to highlight the most significant learning opportunities students encounter in these placements.

Data will be examined from 1,103 full-time university students in Hong Kong. These students participated in summertime WIL placements between their second and final year of study 50% of which were in Mainland China, 30% local placements in Hong Kong, and 20% in Europe, Australia, and the United States.

Students completed a self-evaluation form online and rated each learning gain in terms of the extent that the WIL experience helped them develop on a 10-point scale. A 10-point scale was used to increase the sensitivity of the scale, while also being easy-to-use for students as they often think about their academic performance on such a scale. This evaluation instrument was comprised of 15 items and included qualities such as: responsibility, initiative, teamwork, communication, problem-solving, and ability to apply theories/concepts to the real world.

Students also rated their perceived work environment during the same online assessment. Ten learning opportunities were rated on a 6-point scale in terms of its presence from very much to very little. These learning opportunities included frequency of feedback,

extent the job required one to work with others, and how much effort the student put forth to maximize his/her own learning during this placement.

Preliminary analyses suggest that for many basic outcomes related to employability skills the most important learning process variables were frequency of feedback, feedback being geared toward improving student s workplace competencies, and putting forth an effort to maximize one s own learning. However, in some WIL contexts these three components were complemented by other learning opportunities to promote some higher-order learning outcomes. For example, problem-solving was promoted by the presence of these three processes plus a feeling of interest and challenge during the placement. Furthermore, improving a student s ability to make sound and logical judgments at work was promoted by the above three components when also in the presence of having the WIL experience stimulate the student to think about things learned in their university studies. Such findings will be discussed in relation to possible necessary conditions to promote basic learning of employability skills , and the delineation of additional environmental components needed to promote higher-order learning in WIL contexts.

Keywords: Context; Learning Gains; Environmental Factors; Learning Processes

"You Either Get it or You Don't: The Bifurcation of Student Learning Outcomes in WIL Contexts"
20-minute Reviewed Paper
<u>Presenters:</u>
Kevin S. Carlson, Educational Development Officer, The Hong Kong Polytechnic University (Hong Kong)
Kam-Por Kwan, Senior Educational Development Officer, The Hong Kong Polytechnic University (Hong Kong)
This paper examines whether multi-dimensional modeling can map out differential student learning outcomes within WIL contexts. Identifying groupings of students within WIL contexts would be useful in terms of supporting different groups of students, as well as potentially identifying contextual and process factors related to such differentiation.

Data will be examined from 1,103 full-time university students in Hong Kong. These students participated in summertime WIL placements between their second and final year of study 50% of which were in Mainland China, 30% local placements in Hong Kong, and 20% in Europe, Australia, and the United States.

Students completed a self-evaluation form online and rated each learning gain in terms of the extent that the WIL experience helped them develop on a 10-point scale. A 10-point scale was used to increase the sensitivity of the scale, while also being easy-to-use for students as they often think about their academic performance on such a scale. This evaluation instrument was comprised of 15 items and included qualities such as: responsibility, teamwork, communication, problem-solving, and ability to apply theories/concepts to the real world.

Students also rated their perceived work environment during the same online assessment. Ten learning opportunities were rated on a 6-point scale in terms of its presence from very much to very little. These learning opportunities included frequency of feedback, extent the job required one to work with others, and how much effort did the student put forth to maximize his/her own learning during this placement.

A cluster analysis was performed on the student learning gains in order to identify any differential patterns for different students in WIL. This cluster analysis successfully classified 99.4% of the students. Surprisingly, this multi-dimensional technique created just two cluster groupings which simply can be labeled as high and low in relation to reported learning gains - - as for each and every learning gain, the high group had a noticeably higher mean than the low group.

These groups were further examined in relation to contextual and process variables to see if the two groupings had identifiable patterns in their learning opportunities in the workplace. Overall, preliminary analyses suggested that there were pervasive and very strong relationships between the cluster groupings and such contextual variables (Fs ranging from 59.69 to 210.63). Further analyses will seek to identify the most prominent contextual variables in deciding which students get it and those who don t in these WIL experiences.

Keywords: Learning Outcomes; Contextual Factors; Learning Processes; Student typologies

"Facilitated Networking: Connecting International Co-op Partners"
40-minute Workshop
<u>**Presenters:**</u>
Kathryn M. Carter, Dean, College of Management, University of Massachusetts Lowell (U.S.)
Patricia Yates, Director of Career Services, University of Massachusetts Lowell (U.S.)
John Ting, Dean, College of Engineering, University of Massachusetts Lowell (U.S.)
Shortie McKinney, Dean, School of Health and Environment, University of Massachusetts Lowell (U.S.)
Jie Wang, Department Head, Computer Science, University of Massachusetts Lowell (U.S.)
This workshop is designed to facilitate new international coop partnerships. Participants will be encouraged and guided in 1) developing a brief profile of their institution, 2) developing a brief profile of desired international partner characteristics, 3) sharing their profiles with other participants, 4) networking with potential partners and 5) next steps with potential partners. Both academic and corporate participation are encouraged. We suggest a maximum capacity of 20 institutions.
Keywords: international co-ops, co-op partnerships, co-op networking, facilitating international partners

"Work-Integrated Education in Hong Kong: A Framework for Curriculum Design and Development"
20-minute Reviewed Paper
<u>**Presenter:**</u>
Winnie Cheng, Director, Research Centre for Professional Communication in English, Department of English, The Hong Kong Polytechnic University (Hong Kong)

The paper reports on the results in progress of a funded OBA project entitled Excellence in Work-Integrated Education: Evaluation Evidence of Achievement of Learning Outcomes .

The project considers it imperative to design, implement, assess, and evaluate WIE programmes in a coherent manner, by:

1. Involving a number of stakeholders participating students and their peers, WIE co-ordinator and administrator from the academic departments/programmes, employers/supervisors;

2. Using a variety of learning, teaching, and assessment procedures and measures to find out how well the WIE intended learning outcomes (ILOs) have been achieved, including:

    Explorative and experiential learning

    Peer- and self-support and feedback

    Self-reflective journal entries during and after WIE placement

    On-site field observation and interview of student in the workplace

    Employer/ supervisor interview

    Post-WIE student feedback on WIE

    Post-WIE debriefing and evaluation of achievement of WIE learning outcomes

3. Follow a pre-, during, and post-WIE cycle

Major project results relating to the project activities below will be described:

1. The subject syllabuses of FH202WIE, BA (Hons) in Language Studies for the Professions (BALSP) and ENGL223WIE, BA (Hons) in English Studies for the Professions (BAESP) were analysed and compared with:

    PolyU strategic objectives

    BALSP and BAESP programme learning outcomes: category A and category B

    Learning outcomes of core subjects on BALSP and BAESP

2. A Student Blog was set up for WIE students to send and share daily journals, photos and related reference materials, and for the WIE team to make announcements.

3. In May 2008, two three-hour pre-WIE workshops were organized, the ILOs of which are for students to:

    describe their understanding of the ILOs of FH202 or ENGL223;

    understand and compare how some ENGL s core subjects support the ILOs of FH202 or ENGL223;

    understand and compare PolyU LOs for undergraduates and the ILOs of FH202 or ENGL223;

    analyse real-life WIE placement scenarios

    propose additional ILOs

Students answered a post-WIE workshop questionnaire immediately afterwards.

4. Students answers in the written tasks have been summarized, and their oral reports are being transcribed.

5. Students daily journals during WIE placements have been collected to form a corpus for analysis.

6. On completion of the WIE programmes, individual students submit a reflective report. All the reports form a corpus for analysis.

7. Post-WIE interviews were conducted and are being transcribed.

"Work Integrated Learning with Industrial Collaboration"
20-minute Reviewed Paper

Presenter:
Alex Choy, Associate Engineer, Industrial Center, The Hong Kong Polytechnic University (Hong Kong)
Supporting Authors:
Mr. CK Lai, Industrial Center, The Hong Kong Polytechnic University (Hong Kong)
Mr. CM Ma, Industrial Center, The Hong Kong Polytechnic University (Hong Kong)
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Mr. Eric KF Leung, Industrial Center, The Hong Kong Polytechnic University (Hong Kong)

Manufacturing project (MU project) is an industrial training module offered by the Industrial Center (IC) of the Hong Kong Polytechnic University (HKPU) for the second year full time engineering students. The aim of the subject is let the students to apply their engineering knowledge to an integrated product/system design and development project.

The project can be either proposed by the staff member of the Industrial Center or other departments of the university (internal project) or industry-initiated project (external project). Furthermore, students participated in the industrial project (external project) with satisfactory deliverable can be considered as fulfilling the University s WIE (Work-Integrated Education) requirement for graduation. The objective for the WIE in the undergraduate curriculum is on helping students to develop a range of valuable generic abilities and to apply theories to real-life situations via the provision of work-based learning .

This option for involving industrial project for the WIE requirement is well received by the MU students during the last few years. The industrial projects engaged in our unit (Intelligent Automation Unit) were usually targeted for providing automation solution to solve the industrial manufacturing problem. The students will form a project team with around five student members. They will provide the professional services in design, development and manufacture of the system. The industrial collaborator will be responsible for providing the system requirement and financial support to cover the material cost.

During the project development, the project team needs to generate the conceptual design based on the client s requirement. The design concept is iteratively refined based on the interaction between the project team and their client, i.e. the management and the professional engineering staffs from the industrial partner. They will further develop their confirmed design in detail for the fabrication and assembly of the final system. They are required to control the purchasing budget for parts and component in order to fulfill the approved financial plan. Finally, the project team is required to present the results of their work and demonstrate the functionality of the system.

After the successful completion of the MU project, the students can demonstrate their work ready attributes such as problem solving, team working, professional competency, communication, awareness of work-place culture. Besides, they have additional benefits for
- Establishing the industrial networking with the industrial partner and the suppliers.
- Developing their presentation skill for selling their design idea
- Experiencing in financial control for up to several ten thousand of US dollar budget.
- Exploring to new industrial technology
In this paper we will present several MU project cases, which include the successful projects for the multinational companies and the production of global products to illustrate how the industrial collaboration can be carried out to achieve the desired learning outcomes and bring the win-win situation for the students, the institution and the industry.
Keywords: team work, training, industrial collaboration, manufacturing

"Managing to Comply – Developing Middle Managers in Further Education"
40-minute Refereed Paper
<u>Presenters</u>:
John J. Clarke, Faculty Learning Development Manager, Liverpool JMU (U.K.)
Mike Aiello, Liverpool JMU (U.K.)
The data on which this study is based comes from a longitudinal project which is being conducted with one large college in the North West of the United Kingdom.   It was collected from groups of first line and middle managers involved in programme of planned provision to develop leadership skills .. (Centre for Excellence in Leadership 2005) The programme has been running since 2003. Initially the managers involved in the programme were exclusively lecturers promoted to middle management positions such as curriculum group leaders and course team leaders. As the project developed the group also included managers and leaders from student support services, administration and Human Resource managers.
The study provides some sense of how the middle leadership role is experienced and viewed within a context of policy and funding driven change and how respondents view their own role as professionals and managers within this context. It uses this experience as a basis for assessing the value of the kind of educational intervention constituted by the programme.   Data was collected through evaluations, critical incident reports, semi-structured interviews and critical reflection on action learning projects.
The data shows how professional staff in the post-school sector, operating as first-line or middle managers, make sense of a role which is far from certain and often requires the capacity live on the edge, while maintain a commitment to professional values (Edwards and Coffield 2007, Alexiadou 2001). It shows that appropriately organised and structured professional development opportunities can support colleagues in this turbulent context and enable them to develop as self-critical and reflective educational leaders.
The study suggests that local ecology; learners, history, institutional context and mission (Hamilton 2007) may be of particular significance in assessing the impact of professional development and work-focussed learning on policy on practice particularly in the Further Education context.

Keywords: educational benefits of Work Integrated Learning, industry's role, the role of WIL as a curricular component, marketing WIL to prospective/current students and to emplpyers

"3 Partners, 3 Frameworks, 3 Goals: The WIL to Achieve the Success of All"
20-minute Refereed Paper
<u>**Presenters:**</u>
Anne Crequis, Vice Director, Formasup (France)
Nathalie Leroy, ESC Lille (France)
Walter Nuninger, Polytech Lille/IESP (France)
Arnaud Berthoux, ULCO/Polytech Lille/IESP (France)
Jean-Pierre Pauwels, ICAM (France)
FORMASUP (Training centre for apprenticeship of higher education) acts for the improvement of collaboration and exchange process between the main actors of the training process: apprentice, company mentor and school tutor whose aspirations, goals, constraints and framework seem to differ. Indeed, the partnership between universities and companies contributes to the success of educational curriculum for apprenticeship; a training process based on work experience that improves employability of the graduates (degrees are from under graduate to master degree). Despite the legal framework in France that favours apprenticeship (Crequis et al. 2009), sandwich courses with academic learning at school that alternates with work experience in the company is not so easy! This paper reviews the goals of actors (apprentice, his mentor in the company, his tutor from the training centre) and presents the tools and methods used to improve exchanges between them. Indeed, the school tutor and the mentor should collaborate in order to lead the apprentice to the success thanks to a convenient curriculum and right tools of assessment. FORMASUP and its associated training centres developed tools and methods further presented such as: procedure for feedback in the apprentice group, identification of the tutor role, joint evaluation tools. Good results were achieved. Indeed WIL:

- allows the apprentice to develop his competences and improve his employability
- gives the company the opportunity to recruit a young who already knows the industrial field
- improves the ability of the training centre to form on a quality basis

Keywords: work based learning, professional skills, tutorial, inductive pedagogy, apprenticeship, sandwich course, training process

"Making Sense of WIL: In or Through Occupations?"
40-minute Workshop
<u>**Presenter:**</u>
Stephen J. Crump, Pro Vice-Chancellor, University of Newcastle (Australia)
This workshop will ask participants to engage in a discussion about making sense of work-integrated learning by considering whether preparation in education for work is done better   through rather than in occupations. The workshop will ask participants to consider whether the rationale for education is to shape an ongoing process of living, not just preparation for future living. In this 'process' model, the question becomes "How does combining work and learning mean collaborating with industry to make education more active, more full of immediate meaning, and more connected to out-of-university

experiences?". The workshop will explore the extent to which 'work-readiness' means students gaining, through experience, well-adjusted views on the realities of workplaces and the value of their work, whilst not being socialised into a particular occupation or workplace where, according to Dewey, such training may develop a machine-like skill in routine lines (Vocational Aspects of Education, Ch. 23, p. 310). Dewey believed that an occupation is the only thing, which balances the distinctive capacity of an individual with her or his social service. Productive pedagogies that shaped educational experiences to assist each individual realise their right occupation assist students to find a congenial calling, as well as not wasting human talent for the nation. This workshop will critique this perspective on the synergies between education, work and knowledge as applied to conference theme of university-industry collaboration for real life learning. It will attempt to outline the implications for further and higher education as a basis for further research and writing (publication), building on work done since the Vancouver (2009) conference, with the opportunity for participants to contribute to future activities.
Keywords: occupations, collaboration, work-readiness, realities, research

D

"Acknowledging Learning Through a Learning Through Experience Certificate"
40-minute Workshop
<u>**Presenter:**</u>
Clare Dowding, Centre Manager and Project Co-ordinator, University of Surrey
The University of Surrey is committed to education that promotes the professional and personal development of learners alongside their academic achievements through year-long professional training placements. SCEPTrE is trying to add value to this WIL approach through the concept of a life-wide curriculum and the design of a university award to value and recognise learning gained through experiences in learners lives (Jackson 2008 and in press). Using the experience gained from employing students on a full-time (placement) and part-time basis, we have designed a certificate that acknowledges the learning outcomes from these experiences. The workshop will initially present the certificate within the context of the student enterprise CoLab before showing the range of extra-curricular activities that now use the certificate as a means of acknowledging learning. These include part-time work, peer mentoring, enhancing job search skills, undertaking voluntary wo rk, and a range of student Academies. We are particularly interested in how learners reveal the integrated nature of their learning (Jackson 2009). Discussion and activities in the workshop will focus on the ways in which learners reveal learning derived from their experiences through concept maps, blogs, synthesis accounts, digital stories and questionnaires. The activity in the workshop will centre around the use of concept mapping as a learning and reflective tool, but examples of other tools will also be shown. The discussion will centre on the current use and design on the certificate, using key question prompts such as:

     How can we encourage students to acknowledge deep learning?

     How can we evaluate the learning accomplished?

     Where do we go from here? Participants will be invited to consider whether such a certificate would be relevant within their university.
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on-line at: http://lifewidelearning.pbworks.com/Integrative-Learningningrning

Keywords: placements, work integrated learning, assessing students, educational benefits, concept maps, digital stories, reflective blogs, assessing tacit learning

G

"Using Work Integrated Learning in a Masters Degree Course to Improve the Development of Professional Engineers"
40-minute Workshop
Presenters:
William J. Glew, Principal Lecturer, Kingston University (U.K.)
Jonathan Ling, Principal Associate, Knowledge Transfer Associates and EC MSc Professional Supervisor, Kingston University 9U.K.)

UK engineering standards are regulated by the Engineering Council (EC) using a set of generic threshold competence standards underpinned by a separate academic qualification at Masters Level. This standard is also widely recognised internationally. With the aim of generating greater industry involvement in higher education the UK government sponsored a national project in 2006 to combine the demonstration of the competence standards within a work based learning Masters Degree programme which uses work integrated learning (WIL) as the major component of the curricular. A group of industry facing universities collaborated with EC to develop a common approach MSc Professional Engineering programme which uses WIL methodologies to develop working engineers abilities to a level sufficient to demonstrate professional competence at the highest standard known as Chartered Engineer (CEng). It has now been running for two years and it is proving very successful and popula r for industry. Companies like the use of WIL which provides immediate value to them as well as the student engineer. A number of companies are now requesting that the programme be run internationally and the requirements for such a programme in collaboration with overseas universities are now being developed.

This workshop will start with a brief presentation explaining the reasons why the programme was considered necessary, why WIL was chosen for it, and how the development has happened. Brief case studies of individual engineers who have enrolled onto the programme and their company s involvement in the curricular development will be presented. The presentation will end with an explanation of the specific version of the WIL pedagogy that has been developed for the programme.

This will be followed by a presenter led workshop discussion engaging with all participants about the value and rigour of the developed WIL pedagogy used by the course. It will have particular focus on its applicability to other international engineering

higher education environments as well as the potential for other professional disciplines. The workshop will end with an interactive exercise during which participants will work in small groups to evaluate the programme, with each group producing a strength, weaknesses, opportunities, and threats analysis for an international version of this programme as applied to their higher education environment.

The conclusions of these discussions will be used by the course team to refine the WIL pedagogy for international use. This will be circulated to requesting workshop participants with a view to potentially developing future international collaborations.

Keywords: engineering, professional development, lifelong learning, work based learning

H

"Competency ePortfolios for Accounting Students: Creating Intentional Connections for Work-Integrated Learning"
20-minute Refereed Paper

Presenters:
Marie Hanlon, Professor, Cooperative Education Department, LaGuardia Community College / City University of New York (U.S.)
Michael Napolitano, Esq., Chair, Business & Technology Department, LaGuardia Community College / City University of New York (U.S.)
Angela Jing Wu. CPA & MBA, Business & Technology Department, LaGuardia Community College / City University of New York (U.S.)

LaGuardia Community College, a world leader with 13,000 enrolled students who come from more than 160 countries, has been actively engaged in the use of ePortfolios as a teaching and learning strategy to help students understand, acknowledge and value their academic growth and career development. Our ePortfolio initiative began in 2001. Since then, the number of students building ePortfolios here at our college has grown exponentially. In the 2003-4 academic year, 370 students actively worked on their ePortfolios. In the 2005-6 academic year, 5,024 students worked on their ePortfolios. In 2006-7 that number reached 6,500. And in 2007-8 that number surpassed 9,000. Students have an opportunity to collect, select, reflect and connect artifacts from their curricula that provide evidence of learning and competency development. As a college that values work integrated learning through its flagship internship program, it is essential that our students make connectio ns between learning in a variety of contexts the classroom, the workplace, community settings, and personal experiences. The ability for students to make these connections is critical so that students can develop and enhance the professional competencies required in internship placement and advancement. This paper will show how faculty from accounting and cooperative education successfully engages students, through curriculum development, in work-integrated learning activities in an intentional manner. This provides students with an opportunity to benefit from changes that occur during work-integrated learning increased self-confidence, self-management skills and personal growth. This paper will also show how faculty directly work with industry employers on a focus group project when employers met to critique accounting students ePortfolio presentations and provided constructive suggestions at a professional level.

"The Relationship between Perceptions of the Work Integrated Learning Environment, Transition to Practice Self-Efficacy and Professional Fit. The Moderating Role of Individual Differences"
20-minute Refereed Paper
Presenter:
Daniel R. Harrison, PhD Candidate, Griffith University (Australia)
Supporting Author:
Keithia Wilson, Professor, Griffith University (Australia)
Researchers have proposed that both environmental and individual differences influence the effectiveness of work integrated learning (Billett, 2007; Bell & Straw, 1989), yet quantitative research investigating this proposition is limited. Therefore, this study investigated how students' perceptions of the work integrated learning support (i.e., social and structured support), and individual differences in proactive behaviour (i.e., positive framing and task negotiation), influenced transition to practice self-efficacy and professional fit. Longitudinal structural equation modelling (SEM) was conducted on a sample of final year nursing students (N=233) using data collected prior to, and following their final placement. The researchers found that students' perception of the learning environment (viz. social and structured support) was positively related to professional fit and transition to practice self-efficacy. However, further analysis revealed that the relationship between work integrated learning support (viz. structured and social support) was moderated by the students' levels of task negotiation and positive framing. For example, social support predicted transition to practice self-efficacy, but only at low levels of positive framing. Taken together, the results demonstrated that both individual and environmental factors are important in the prediction of work integrated learning outcomes. Implications for theory and practice are discussed.
Keywords: transition to practice, placement experience, person-job fit, professional fit, self efficacy, occupational commitment, individual differences, proactive behavious

"Integrating WIE Experience with Sichuan Earthquake Reconstruction in China"
20-minute Reviewed Paper
Presenters:
Dr. Amy Po Ying Ho, Senior Lecturer, The Hong Kong Polytechnic University (Hong Kong)
Mr. Kong Yam, Instructor, Department of Applied Social Sciences, The Hong Kong Polytechnic University (Hong Kong)
Supporting Authors:
Ms. Cecilia Sai Ling Tsang, Clinical Associate, The Hong Kong Polytechnic University (Hong Kong)
Work-integrated education in the form of fieldwork placement is an indispensable component of social work training which aims at producing competent, humanistic, and reflective practitioners. In training human service professionals, classroom learning is necessary but not sufficient for social work students to comprehend the complex nature

of social problems and human interactions. Fieldwork placement in a real-life work setting provides a dynamic and individualized learning opportunity for students to integrate values, knowledge and skills, which together define the core competence of a professional social worker. This paper shares the experience of carrying out social work placement in earthquake-devastated Sichuan communities in Mainland China. This work-integrated placement not only resulted in the desired outcomes of professional education but also enriched the global outlook, cultural appreciation, and sense of social and national responsibility among t he students. The psychosocial services provided by the students also played a part in the post-disaster reconstruction of local communities. The earthquake in Sichuan on May 12 in 2008 left 87,000 people dead and thousands of schools collapsed. The road of post-disaster re-construction is long and challenging. Three social work students were sent to the temporary school and housing areas in Mianzhu province, one of the most devastating areas caused by the earthquake. Applying the professional knowledge and skills learnt in class, students provided social services to the communities where the greatest needs were. Targeted at school children who were relocated to a temporary school and struggled to cope with an uncertain future, counseling and psychosocial services were provided. Adopting an asset-based community work approach, the students organized programs which geared towards the building of social capital and social networks, and hence facilitated community participation and self-help among the residents.

The learning outcomes of social work placement were very encouraging. Evaluation from the fieldwork supervisor and the service recipients indicated that the students had achieved significant professional growth in integrating professional theories and skills with practice, enhanced reflective and analytical abilities, as well as a more in-depth appreciation of different cultures and values. Providing services in temporary housing areas with poor facilities was a challenge to students who used to the comfort of modern life. The collaboration with non-government organizations and social workers from the Mainland provided a great opportunity for the students to polish their communication skills, team work and leadership. The students also learnt to appreciate the resilience and optimism of the disaster victims. These learning outcomes coincided with the university's goals to strengthen holistic development and general competence among all students.

Keywords: social work placement, professional growth, holistic development, post-disaster reconstruction

"WIL: Achieving Intended and Unintended Learning Outcomes of University Study"
20-minute Refereed Paper
<u>Presenter</u>**:**
Paula Hodgson, Research Assistant Professor, The University of Hong Kong (Hong Kong)
Students in Hong Kong commonly have some form of part-time work, so the question is 'do they need to gain more workplace experience?' However, the purpose of work-integrated learning (WIL) is not to generate income, as is the case with a part-time job. Indeed, WIL can be of benefit in four main areas: academic, personal, skill development and career (Dressler and Keeling, 2004). University students, being novices, have the

potential through WIL to identify the learning gap between requirements in university study and the workplace, personal interests and potential careers, and espoused theories and theories in use in the real world. Despite the differing nature and varied WIL opportunities organized by universities in Hong Kong, students can plan the intended learning outcomes related to the programme they are studying when first assigned to WIL activities. Focus group interviews were conducted with five student groups from the Hong Kong Polytechnic University on their WIL experiences in 2006, and it was noted that some students did not know the scale and types of tasks involved, although they did know where to report for duty. Furthermore, they had supervisors with different levels of commitment to supervision. As they reflected on their experiences, the students reported both excitement and disappointment in their WIL activities. Some perceived that they had gained good experience during the placement period and wished they could have done more, but some were disappointed because they were given only limited duties. However, they believed that good lessons had been learned when enabled to reflect on the whole experience. A lot of effort was made between the university and its industrial partners to prepare WIL placements (Abeysekera, 2006). It was found that the key to maximizing learning opportunities was to engage these students in setting realistic learning goals and preparing them for learning when interacting with stakeholders in the workplace, and the WIL opportunities provided did promote reflection on the gap between academic learning and learning in a work-related context.

Keywords: Learning experience, placement experience, university study, intended learning outcomes, unintended learning outcomes

"Helping Students to Find, Keep, and Enjoy their Jobs: Strategies for Effective Results"
40-minute Workshop
Presenters:
Stephen P. Hundley, Associate Dean for Academic Affairs, Indiana-Purdue University Indianapolis (IUPUI) (U.S.)
Terri Talbert-Hatch, Assistant Dean for Student Services, Indiana-Purdue University Indianapolis (IUPUI) (U.S.)

One goal of work-integrated learning is to equip students with a realistic preview of the rewards, challenges, and opportunities of the workplace. Students often understand the need for seeking a satisfying job, yet many may desire to have practical, concrete strategies to help them achieve effective results. This interactive workshop provides over sixty specific strategies that students from any major or discipline can use to help find, keep, and enjoy their jobs. Audience members will be asked to review and react to the various strategies, and to offer critiques, resources, suggestions, additional strategies, and examples of exemplary practice from their own experiences. Ways to help students use these strategies in internships, co-operative education, experiential learning, interview preparation, and job placement will be identified. How to incorporate assignments, discussions, and in- and out-of-class experiences to reinforce the strategies will be shared. Finally, practices to engage students in career planning and reflection activities will be described.

Keywords: career planning, job placement, experiential learning

"The Study of Career Development in School and Work Places"
One-Hour Poster Presentation
Presenters:
Atsushi Igarashi, Division of Career Development Studies, Fukushima University (Japan)
Noboru Saito, Teacher, Fukushima University (Japan)
Koubun Sato, Teacher, Aizu High School (Japan)
Eiko Yamada, Research Worker, Fukushima University (Japan)
We investigated psychological characteristics of young employees experienced early retirement. In these recent years, the number of young workers in temporary employment is rapidly increasing in Japan. This change in situation of Japanese young workers employment caused several important problems. This change in employment in Japan should be open to serious discussion.

 The present study aimed at clarifying factors affecting the discontinuation of the career of the young workers who graduated university recently and contributing to the making of the effective support program, which university could provide for them before their graduation.

Companies provide educational program to their young workers to prevent the workers early retirement.

 However, considering the condition that the students are mostly interested in the labor conditions of the potential employers before their employment, and the poor employment conditions, i.e., hard work, were found to be important risk factors for early retirement, which this study suggested, the companies may focus on their working conditions for young workers.

Keywords: young employees, early retirement, graduated university in Japan

"Exploring the Relationship between Experiential Learning and Work-Integrated Learning in Theory and Practice"
20-minute Reviewed Paper
Presenter:
Kristina Johansson, PhD in Adult Education, University West (Sweden)
Supporting Author:
Dr. Lars Svensson, Forum for WIL, University West (Sweden)
In June 2009, 15 researchers across the world gathered with the aim to develop a research agenda, for the next coming decade, in work-integrated learning. The research group identified several gaps of knowledge in the field of work integrated learning, one gap is the lack of theoretical foundations relating to the broader field of learning sciences.

This paper is a first attempt at addressing this knowledge gap, by analyzing the relation between experiential learning and work integrated learning. To what extent does the dominating educational designs within WIL-practice subscribe to the ideals of experiential learning, and moreover what underlying assumptions on teaching and learning can be found in the different teaching methods. This will be investigated through a comparative literature study.

Keywords: experiential learning, theory, practice, work-integrated learning, educational design

"Work Integrated Learning in Collaboration"
20-minute Reviewed Paper
<u>Presenters</u>:
Leif Karlsson, Learning Resource Centre Kristianstad University College (Sweden)
Kristina Johansson, PhD, University West (Sweden)
In Sweden a national network for cooperation and collaboration on research and pedagogical development related to Work Integrated Learning in higher education has recently been formed.
Higher education is based on key concepts such as a scientific way to look at knowledge and knowledge production, critical thinking and reflection. To achieve academic credibility WIL needs to develop both a strong link to research but also to scholarship of teaching and learning. To do this in collaboration and with several universities involved is doubtless a way forward.
As a first step in such collaboration a course focusing on different aspects of WIL has been developed. The course will have a national spreading and teachers, tutors and other interested parties from universities in Sweden are invited to participate. Key areas in the course are the theory - practice nexus and its importance for the learning process, coaching and tutor rationality, exam problems and the relationship between the university, the work place and the student. The starting point for the course is experiences from the participants' own teaching practices.
The benefits of a national course are several:
Through a national collaboration we can invite researchers and teachers with a high competence in different field related to WIL to lecture in the course
The course provides opportunities for a unique exchange of experience among teachers, trainers, tutors and other interested parties
The course is designed to encourage cooperation on research and educational development projects both within the course framework and after its closure.
The course is mainly net-based but with the opportunity to meet in appropriate geographic formations. The participants are examined trough a project based on there own pedagogical theory and practice and will be reviewed by the other participants who act as critical friends. For the project to get a wider distribution they will be presented in the coming year s national WIL conference. Accepted contributions imply that the participant pass the course.
The session will discuss the importance of the research teaching nexus regarding WIL. The point of departure is the importance of national network building for cooperation and collaboration on research and pedagogical development and the importance of starting the process in teachers, trainers and tutors own pedagogical practice. The course presented is one way to bring these different issues together.
Keywords: academic credibility, national cooperation and collaboration, research – pedagogical development nexus, research – teaching nexus, WIL, WIL course

"Outcomes of the Students as Staff Pilot at Victoria University"

20-minute Reviewed Paper
Presenter:
Ms. Judie Kay, Associate Director, Portfolio of Learning for Work and Community Service, Victoria University (Australia)
Supporting Authors:
Jane Black, Project Officer, Victoria University (Australia)
Samana Dadash, Project Assistant, Victoria University (Australia)
Nicky Tobin, Project Officer, Victoria University (Australia)

Although a high percentage of Australian university students work whilst studying, relatively small numbers are employed on their campus. Few Australian Universities systematically or actively recruit and prepare students for employment on campus. The focus of this paper is to overview the outcomes of a university wide initiative that was piloted at Victoria University (VU) in 2009 entitled Students as Staff .

The pilot was implemented in the context of Victoria University s strong commitment to the enhancement of its student s levels of employability. The University is currently undergoing a far reaching restructure of its activities and programs to ensure VU graduates are job, career and future ready. VU students are amongst the most linguistically and culturally diverse cohort in Australia with a higher relative proportion of first in family and are heavily involved in the labour market. The Students as Staff program is designed to respond to the challenges presented by this VU student cohort and to enhance both the student s engagement with their studies and their level of employability .This innovative pilot program prudently links student employment, learning in the workplace and community with the largest employer in the region, Victoria University.

This pilot was developed after a 2007 feasibility study which drew on experiences of a partner university, the University of Texas at El Paso (UTEP). This paper reports the findings of the evaluation of the pilot including the student experience, perceived student benefits and the supervisors experience and perceptions. It also incorporates a detailed evaluation of the Students as Staff pre- employment workshop including a discussion of the research findings that link workshop attendance to a smoother transition into the VU workplace.

The Students as Staff pilot evaluation suggests that a high percentage of students have benefited greatly from their involvement in the program. Improved communication skills, enhanced team work skills, an improved knowledge of university procedures and a stronger connection to university life at VU are just an example of the findings of the program to date. These research findings confirm that the 50 students - who have been employed through Students as Staff - have had a fundamentally positive experience. The data also suggests that their Supervisors are just as satisfied. Based on such encouraging findings the Students as Staff program has built a strong foundation for future growth and development in 2010.

Keywords: learning in the workplace and community, employability skills, culturally diverse, student engagement, work integrated learning, student experience

"Portal to the World: New Connectivity between University and Industry and Community"

40-minute Panel Discussion
<u>Presenters:</u>
Ms. Judie Kay, Associate Director, Portfolio of Learning for Work and Community Service, Victoria University (Australia)
Ms. Norah McRae, Executive Director, Co-operative Education Program and Career Service, University of Victoria (Canada)
Increasingly web based technologies are being used to streamline links between universities and employers for work integrated learning placements and opportunities. This panel will present the development of two portals to facilitate this connection . : a provincial portal linking 18 universities in British Columbia, Canada and a national portal linking all Australian universities .An overview the drivers , experience of stakeholders and outcomes to date of this established British Columbian Portal will be presented . Progress towards the establishment of the National WIL Portal in Australia will be also presented including the project aims and data from a national survey of industry and community organisations which is informing the portal development . Panellists will overview and lead a discussion of benefits and challenges to this approach and the potential for broader future international developments .
Keywords: portal, work integrated learning, cooperative education

"Realising the Vision: Implementing Learning in the Workplace and Community at Victoria University"
20-minute Refereed Paper
<u>Presenters:</u>
Ms. Judie Kay, Associate Director, Portfolio of Learning for Work and Community Service, Victoria University (Australia)
Ms. Leoni Russell, Victoria University
<u>Supporting Authors</u>
Dr. Rachel Standfield, Victoria University
This paper outlines the process of implementing Learning in the Workplace and Community (LiWC)   our term for work integrated learning - into all courses offered at Victoria University (VU) in Melbourne, Australia.
VU is a multi-sector university offering a wide variety of programs across higher, vocational and further education. It is one of the most culturally diverse universities in the country, within a region which experiences significant social and economic disadvantage in Melbourne. In 2007, VU embarked on a major repositioning which aimed to put students needs at the centre of all its activity with a focus on student employability. This repositioning has culminated in a Statement of Purpose that reflects 5 key commitments for the university. One of these commitments is the integration of LiWC into all programs, to ensure that our students are job, career, and future ready. In a policy context which is focused on increasing educational opportunities and meeting industry and workforce needs, LiWC offers a way to ensure the relevance of our courses and student engagement with industry and community.
While work integrated learning is widely practised in Australian universities, VU is committed to implementing LiWC across all courses and making it explicitly linked to a minimum of 25% of the assessment in each course. Rather than being bolted on to a course the intention is for LiWC to be appropriately embedded within the structure of the

course so that students may have the opportunity to learn in and through work in a variety of ways. This is prompting the need for a re-design of most courses and the provision of new types of assessment to capture learning in context. Thus, embedding LiWC at VU has proven to be not just a change to student centred teaching methods and curriculum design, but a significant organisational change project.

This paper will detail the key internal and external drivers behind the decision to embed LiWC into VU courses and outline the strategic development of this initiative. Issues discussed will include the implementation of LiWC in the light of: government education policies; the institutional and governance framework of the university; key pedagogical and curriculum strategies; and external and internal engagement systems and processes. Challenges encountered and successes to date will be outlined including alignment of organisational culture with the strategic vision, resourcing the initiative and curriculum design including authentic learning and assessment.

Keywords: educational benefits of WIL, curriculum development, organizational change

"Communities of Practice, a Social Discipline of Learning: Nurturing a Physical and Virtual Social Learning Environment"
20-minute Refereed Paper
Presenters:
Patrick Keleher, Associate Dean, Faculty of Sciences, Engineering & Health, Central Queensland University (Australia)
Steven Hutchinson, Dr, The Open University, (UK) Ellie Rees
Supporting Authors:
Gráinne Conole, Professor, The Open University (UK)
Steven Hutchinson, Dr, The Open University, (UK) Ellie Rees

Communities of Practice are powerful way of thinking about and exploring the social discipline of learning. Rigorous models for informational and cognitive aspects of learning are well defined, but social dimensions of learning are not so well explored nor are the practices involved in establishing an appropriate learning environment. A workshop conducted by Etienne Wenger was specifically structured to model the practices to establish a social learning 'space' and provided an opportunity for participants in the professional disciplines of health, social care, education and business to engage in social learning. The workshop enabled a telling and recording of people's own learning stories, through individual and group face-to-face encounters and further non-face-to-face communication encounters (within the workshop group and the world) through a range synchronous and asynchronous electronic media, video, wikispace[1], blog and twitter. This is a powerful process by which to explore the development of professional practices in a Work Integrated Learning or Practice Based Learning context and illustrates the manner in which transitions or boundary encounters arise and are navigated as individuals explore the 'landscape of professional practice'.

Keywords: community of practice, boundaries, professional learning

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[1] The workshop wiki can be accessed at: http://oulop09.wikispaces.com/

"University-Industry-Government Collaboration for Work-Integrated Geomatics Higher Education in Hong Kong"
20-minute Reviewed Paper
<u>**Presenter**</u>**:**
Steve Y. W. Lam, Lecturer, The Hong Kong Polytechnic University, Department of Land Surveying & Geoinformatics (Hong Kong)

Under the policy of work-integrated education (WIE) in Hong Kong higher education, university-industry-government (UIG) collaboration plays an important role in integrating the three missions, that is, teaching, research and service missions, of universities with their WIE programmes. This paper starts with the definition of UIG collaboration; types of collaboration activities; benefits of these activities to universities, industries and the government; and the collaboration management model. It then describes the four phases of workplace training (that is, needs analysis, design, implementation and evaluation), and explains how UIG collaboration has been organised providing work-integrated learning experience and research for the BSc, MSc and research degree programmes in the Department of Land Surveying and Geo-Informatics (LSGI) of The Hong Kong Polytechnic University (PolyU).

Keywords: university-industry-government collaboration, work-integrated education, geomatics

"The Quality of Work Integrated Learning in Developing Enterprising Graduates in Business School: Business Environment, Job, Student and Employer"
One-Hour Poster Presentation
<u>**Presenter**</u>**:**
Tak Ming Lam, Lecturer, The Hong Kong Polytechnic University (Hong Kong)

Nearly 95% of the students are found in Business Faculty of the Hong Kong Polytechnic University (PolyU) has completed the 300 Work Integrated Education (WIE) hours within their first 2 university years. However, students can complete their WIE hours not to say that they have gone through a high quality of WIE program to achieve the WIE objectives. What kind of factors that can really to enhance the quality of WIE program? We can t easily to find out just based on the feedbacks and comments collected from students and employers as they may not reflect the truth.

This paper reports the quantitative and qualitative analysis of students they have completed the WIE in the Faculty of Business in PolyU. The objectives of this paper are to analysis how to improve the quality of WIE program. One of the WIE objectives is to help achieve our Strategic Objective 1 in enhancing the all-round development of students.

In the data collection, we investigate the possible factors that can enhance the quality of WIE: timing for jobs offered; business environment; number of jobs offered; nature of jobs; working areas of jobs; organizations size; pre-training program; students working attitude; employers leadership style; rewarding system and the impacts on strategic objective 1 mentioned before.

Keywords: enterprising graduates, work integrated education, service learning, quality learning, all round development

"Assessing and Learning in Internships: Reflecting on Pedagogy and Process"

20-minute Refereed Paper

Presenters:
Ingrid K. Larkin, Lecturer, Queensland University of Technology (Australia)
Dr. Amanda Beatson, Senior Lecturer, Queensland University of Technology (Australia)
Abstract

An elective internship unit as part of a work integrated learning program in a business faculty is presented as a case study.

In the unit, students complete a minimum of 120 hours work placement over the course of a 13 week semester. The students are majoring in advertising, marketing, or public relations and are placed in corporations, government agencies, and not for profit organisations.

To support and scaffold the students' learning in the work environment, a range of classroom and online learning activities are part of the unit.

Classroom activities include an introductory workshop to prepare students for placement, an industry panel, and interview workshop. These are delivered as three workshops across the semester.

Prior to commencing their placement, students complete a suite of online learning modules. The Work Placement Preparation Program assists students in securing obtaining a placement and make a successful transition to the work environment. It provides an opportunity for students to source possible work placement sites, prepare competitive applications, develop and rehearse interview skills, deal with workplace issues, and use a student ePortfolio to reflect on their skills and achievements.

Students contribute to a reflective blog throughout their placement, with feedback from academic supervisors throughout the placement.

The completion of the online learning modules and contribution to a reflective blog are assessed as part of the unit. Other assessment tools include a internship plan and learning contract between the student, industry supervisor, and academic supervisor; job application including responses to selection criteria; and presentation to peers, academics and industry representatives at a poster session.

The paper discusses the development of the internship unit over three years, particularly learning activities and assessment. The reflection and refinement of the unit is informed by a pedagogical framework, and the development of processes to best manage placement for all stakeholders. A model of best practice is proposed, that can be adapted to a variety of discipline areas.

Keywords: internship, business, case study, assessment, pedagogy, process

"Developing Reflective Practitioners Online: The Business of Blogs in Work Integrated Learning"
20-minute Refereed Paper
Presenters:
Ingrid K. Larkin, Lecturer, Queensland University of Technology (Australia)
Dr. Amanda Beatson, Senior Lecturer, Queensland University of Technology (Australia)

Reflective practice is widely considered across discussions around educational psychology, professional identity, employability of graduates, and generic or graduate capabilities. Critical reflection is essential for providing a bridge between the university and the workplace, and for ultimately preparing work ready graduates (Patrick et al, 2008). Work integrated learning, particularly through internships and work placements for students, is viewed as a valuable approach for students developing skills in reflective practice.

Reflective journals are one of the tools often used to encourage and develop student reflection. Shifting the reflective journal to an online interface as a reflective blog presents opportunities for more meaningful, frequent and richer interaction between the key players in a work integrated learning experience.

This paper examines the adoption, implementation and refinement of the use of reflective blogs in a work integrated learning unit for business students majoring in advertising, marketing and public relations disciplines. The reflective blog is discussed as a learning and assessment tool, including the approaches taken to integrate and scaffold the blog as part of the work integrated learning experience.

Graduate capabilities were used as cornerstones for students to frame their thinking, experiences and reflection. These capabilities emphasise the value of coherent theoretical and practical knowledge, coupled with critical, creative and analytical thinking, problem solving skills, self reliance and resilience. Underlying these graduate capabilities is a focus on assessment for learning matched with assessment of learning. Using specific triggers and prompts as part of the reflective process, and incorporating ongoing feedback from academic supervisors, students moved from descriptive levels of reflection, to more meaningful and critical reflection.

Students blogs are analysed to identify key themes, challenges and achievements in the work integrated learning experience. Suggestions for further development and improvement, together with a model of best practice, are proposed.

Keywords: work integrated learning, reflective practice, blogs, graduate capabilities, assessment

"Expectations of Industry Based Learning: A Stakeholder Approach"
20-minute Refereed Paper
Presenter:
Elizabeth C. Levin, Director, Undergraduate Programs, Swinburne University of Technology (Australia)
Supporting Author:
Barbara Bok, Project Officer, Swinburne University of Technology (Australia)
It is very difficult for a service provider to meet and exceed expectations when the stakeholders' expectations are unknown. Employers, university mentors, and students are significant stakeholder groups in the long-established Industry Based Learning (IBL) program at Swinburne University of Technology. Although studies have explored the benefits of this type of program, the expectations of the three stakeholder groups is an under researched area. Therefore, this research explored the expectations of employers, mentors, and students involved in IBL to both increase knowledge of stakeholders' expectations from this type of program, and to identify gaps and mismatches in expectations, if any, between the stakeholders.

Employers, students and academic mentors were interviewed to explore their expectations and their perceptions of the other stakeholders' expectations. The interviewees included current, past and prospective IBL students as well are employers and academics with extensive knowledge of this professional learning option. Results revealed interesting agreements and disparities. Three distinctly different comparisons between the stakeholders' expectations and perceptions of expectations were made that identified four gaps: a means-ends gap of expectations between employers and students, a gap in students' perceptions of the other stakeholders' motivations, a service expectations gap of the university, and a gap in recognition of the university's role in the partnership.

Overall the academic mentors had the best understanding of the expectations of both the students and employers due to their extensive experience with the program. However, the gap in expectations of the university's role in the partnership requires urgent attention.

Keywords: Industry based learning, stakeholder theory, stakeholder expectations, WIL partnership

"The Challenges of Establishing an Internship Program: Policy, Expectations and Workloads"
20-minute Refereed Paper
<u>**Presenter**</u>**:**
Elizabeth C. Levin, Director, Undergraduate Programs, Swinburne University of Technology (Australia)
<u>**Supporting Authors**</u>**:**
Catherine Pocknee, Academic Development Advisor, Swinburne University of Technology (Australia)
Gabriella Pretto, Project Officer, Swinburne University of Technology (Australia)

Government and employers alike are expecting universities to provide work ready graduates who have the professional skills necessary to seamlessly transition into the workplace. Providing students with the authentic learning experiences required to acquire these skills is an ongoing challenge for universities both in Australia and across the globe. Swinburne University who already has a long and proud tradition of offering work integrated learning (WIL) opportunities for its undergraduate students has recently expanded its range of WIL programs in an attempt to meet the changing expectations of Government and students. This has led to the Faculty of Business and Enterprise at Swinburne University of Technology in Melbourne to reassess the programs it offers and investigate new options.

Evaluating and developing a WIL program from the ground up is a challenging and difficult task. New programs not only need to be sensitive to student learning needs but also meet a plethora of complex government and university policies and administrative requirements. Adequate resourcing, accreditation, the new subjects' relationship to existing programs, curriculum design, staff capacity and capabilities, recruitment, along with marketing and discipline specific requirements must all be considered.

This paper explores the challenges faced by the Faculty of Business and Enterprise as it investigates the feasibility of establishing a 'credit bearing' internship program to be undertaken in an industrial or commercial setting. The research approach adopted was qualitative in nature with data acquired from a range of stakeholders in order to obtain

views from a wide variety of perspectives. A number of student focus groups, comprising both local and international students, were conducted along with interviews of academic staff, and employers from various professions, some of whom were involved with internships and those who were not.

The paper discusses the various challenges that have been identified through the project and makes suggestions about how to develop internship opportunities with due recognition of competing demands and expectations.

Keywords: internships, program development/curriculum design, stakeholder expectations

"Maximising the Benefits of Internship through Critical Reflection"
20-minute Reviewed Paper
<u>**Presenter:**</u>
Alice Lo, Associate Professor, The Hong Kong Polytechnic University (Hong Kong)

Work-Integrated Education (WIE) is implemented in many higher educational institutions and is viewed as a valuable component of student learning experience. However, the assessment of WIE in terms of internship is still in development stage. It has come to accept that workplace evidence needs to be complemented by evidence of knowledge and understanding . This paper presents a case study of how the BA(Hons) in Design programme of School of Design of The Hong Kong Polytechnic University developed an approach to enable students to obtain the maximum educational benefit of intellectual and professional skills from the internship experience.

One of the learning outcomes of the BA(Hons) in Design programme is creative and critical engagement, and it is the programme aim to nurture students to be reflective practitioners . The internship provides an excellent opportunity for Year 2 students to spend two months in the summer to learn in a real work environment. The problem here, however, is that the university and the workplace have different emphasis: the workplace tends to emphasize doing and the university critical analysis.

To satisfy both the intellectual and professional requirements is a current assessment challenge for internship coordinators. We require the workplace supervisor to assess student s work performance through a Workplace Supervisor s Report (50% of the subject grade) while the student has to submit a Student Report (50% of the subject grade) to produce evidence of learning in the workplace as well as to reflect the key learning experiences. Students have to pass both components to pass the subject. Although critical reflections were written in the assessment criteria of the Student Report, most design students did not understand the educational value behind reflective writing. And some may not have the skills in reflective writing, resulting in descriptive and sometimes superficial reports.

 To help students to obtain higher level learning in critical reflection from the internship experience, the following processes are recommended:

1. Induction for students to recognize how critical reflective writing enables effective learning during and after the internship (lifelong learning)
2. Students should be made aware of the critically reflective expectations in the assessment criteria with explicit descriptors
3. Guidance on how to write critical reflection through a checklist of guiding questions

4. Students should use reflective journal to facilitate articulation of knowledge, analysis and evaluation of the learning

5. Analysis of exemplary and less satisfactory reports drawn from design students, making critical reflection and transformative learning visible

6. Sharing of assessment experiences and insights among internship coordinators of different design disciplines of BA(Hons)in Design to ensure a common assessment standard

Keywords: internship assessment of intellectual and professional skills, critical reflection, reflective journal

"Work Integrated Learning: Moving 'From Brain to Market'"
20-minute Refereed Paper
Presenter:
Ir. Ratna Lindawaty Lubris, MM., Core Faculty, Telkom Institute of Management (Indonesia)
This paper builds on previous study undertaken by the author, a discussion paper presented at the following events: (1) The 5th Asia-Pacific Cooperative Education Conference 2004, Auckland, New Zealand; (2) The World Association for Cooperative Education (WACE) Asia-Pacific Conference 2006, Shanghai, China.

The present work is a continued action-research effort by the author to support the claims relating to the students' benefit by doing their Work Integrated Learning (WIL), in the form of entrepreneurial project-based assignment. This paper will present the teaching method, by which all students were prepared to build their own WIL, through in-class and out-class method. Building the WIL means preparing students with academic skills in a real world circumstances: working under pressure to build their own future of becoming the self-employed.

The result reported in this paper is aimed to describe the evaluation of what the students gained from WIL. Feedback from the students indicates that many feel encouraged and prepared to start their own businesses. The findings show that WIL has been an eye-opener to the students, as to the skills and resources required to achieve their dreams of "being their own boss" and running a profitable project-based assignment – of moving "from brain to market." Data collection was limited to the students who practiced this WIL during academic year of 2004/5, 2005/6, 2006/7, 2007/8 and 2008/9; with the underlying assumptions that around forty (40) percent of them are now part of the real market.

This paper is also aimed to illustrate the power of WIL that can serve as a model for other educational institutions, for which the author may contribute significantly to reduce educated unemployment in Indonesia.

Keywords: action-research, work integrated learning, teaching method, project-based learning, entrepreneurial learning environment

"Comprehensive Academic Internships in a Small College Environment"
40-minute Workshop
Presenter:
Cherie L. Lynch, Director of Internship, Endicott College (U.S.)
Since its founding in 1939, Endicott College has embraced the concept of applied learning and has been a pioneer in requiring comprehensive credit-bearing internships in

every program of study. This model, which thrives as a central part of the Endicott curriculum today, is dependent upon a strong academic orientation at its core.

This presentation will explore and describe Endicott s program and the key features that allow a small college to run a very large internship program. Endicott s program will be used to illustrate a holistic model for academic internship that relies on college-wide involvement of faculty, the integration of classroom and on-line learning, an integrated work-in-learning curriculum, comprehensive assessments and systems management, and student-driven site development. Participants will engage in a discussion of the benefits and challenges of running a top flight work-in-learning program within a small college environment.

Keywords: academic internship program development work-in-learning curriculum design systems site development assessment

"Developing a Work Integrated Learning Unit for Employability & Technical Skills: One Size Does Not Fit All"
20-minute Refereed Paper

Presenter:
Andrea L. McCall, Lecturer, Human Resource Management, Monash University, Berwick and Peninsula Campuses (Australia)
Supporting Authors:
Dr. Jenny O'Reilly, Deputy Head, Faculty of Business and Economics, Monash University, Peninsula Campus (Australia)
Daniel Khoury, Deputy Head, Faculty of Business and Economics, Monash University, Berwick Campus (Australia)

Work Integrated Learning (WIL) programs provide a great opportunity for students to develop and hone both technical and non technical skills, often referred to as employability skills. These skills are becoming increasingly important for business graduates and are not easily learned in the more traditional university environment.

This paper uses as a case study a recently developed WIL program offered in the Faculty of Business and Economics at the Berwick and Peninsula campuses of Monash University, Australia. The program began in 2008 with a choice of either a four week or eight week concentrated placement. These placements have associated research and assessment tasks and count as elective units within the Faculty's Bachelor of Business and Commerce degree.

The case study has enabled the authors to analyse some of the challenges and recommendations from the experiences gained by staff, students and host organisations during the first year. It has used information gained from feedback from students and from host organisations.

The program has been underpinned from the beginning by adult learning theory and developed in conjunction with Monash Employment and Career Development. There is strong emphasis on a compulsory pre-placement program. The program overall recognises that undergraduates, towards the end of their course, respond well to adult learning methodology and problem based learning. The paper offers insights into how the WIL option builds on students'

employability and technical skills, merging the two for their future professional work and has the added benefit of illustrating to the students the reality of 'the world of work'.

The case study emphasises the importance of close links with local government and industry to facilitate the arrangement of placements, and the involvement of staff and academics from a variety of backgrounds. The importance of these links is discussed in the context of rising student participation, and the Faculty's potential to utilise WIL more broadly as a curricular component.

WIL programs are more effective if they are responsive and customised to the needs of individual students and host organisations. The case study discusses the different ways of arranging placements and assessing the value of the internships to each student and each host organisation. It illustrates some of the issues faced when dealing with cross-cultural communication and different generational expectations, reinforcing the premise that 'one size does not fit all'.

Keywords: educational benefits, responsive to work environment, customised, continous assessment

"Acquiring Quality Education by Enabling Transparency in Arranging Students' Placements through the Net"
One Hour Poster Session
<u>**Presenters:**</u>
Blair A. McMurchy, Director of Student Placement, Humber College Institute of Technology & Advanced Learning (Canada)
David Laurentiu, Doctoral Student, Ontario Institute for Studies in Education, University of Toronto (Canada)

The poster presentation aims at revealing the foundation of a Net related tool that enabled one of the postsecondary education providers in Ontario, Canada to overcome the shortcomings of arranging, assisting and assessing their student placements for both coop students, as well as for the programs requiring internships.

Built around two main concepts that of opportunity management and territory management, the tool asks for low level maintenance and limited resources in order to maximize its utility function. Moreover, the tool allows for asynchronous activities to take place eliminating in this way the non value added aspects of concurrency. On one hand all main users have the opportunity to access to the website and provide input on an ongoing basis; on the other hand they can do that based on territorial restrictions that authorize different levels of access and input depending on the priorities set among distinct parameters and variables of the system.

The website was designed to comfort from both content and format perspective the basic expectations of all users in an effort to create a welcoming, reliable and easy to work electronic environment. The transparency aspect of the working environment is supported by the uninterrupted, unlimited and uncensored access of students, coordinators and industry participants to the basic information stored on the website.

By developing such a tool the postsecondary education provider aimed at achieving a multifold scope which can be succinctly defined stakeholder wise as creating the missing link between education providers and industry participants, allowing coordinators to have more time to focus on quality of placement, and students employment preparedness

activities, as well as offering students better opportunities to meet their future employment expectations and practical training.

Keywords: opportunity management, territory management, asynchronous activities, electronic environment, stake holders

"Is there Correlation between Industrial Placements and Degree Performance?"
20-minute Refereed Paper
<u>Presenter:</u>
Richard Mendez, Work-related Learning Tutor, University of Leicester (England)
<u>Supporting Author:</u>
Dr. Aldo Rona, Lecturer in Mechanical Engineering, Department of Engineering, University of Leicester (England)
THEME: EDUCATIONAL BENEFITS OF WORK-INTEGRATED LEARNING
Refereed Paper: The role of Work-integrated learning in academic performance: Is there correlation between industrial placements and degree performance?

The significance of industrial work placements (i.e. the work-based component of sandwich degrees) on students' professional development and employability is widely accepted amongst work-based learning professionals and academics alike. Indeed, the UK government-sponsored report by the Confederation of British Industry (CBI) validates such claims. However in recent times, many work-based learning professionals have begun to explore the assumption that work placements not only improve employability skills, but additionally academic performance.

This paper considers the view held by practitioners that students undertaking an industrial work placement often graduate with a higher degree classification. This paper builds upon results from more comprehensive longitudinal research from Mandilaras (2004) and Gomez et al (2004). It also expands upon the previous statistical research compiled by the author as of 2008, on a similar cohort of students. However on this occasion, the statistical analysis is more rigorous, so as to ascertain whether true correlation exists between industrial placements and academic performance.

Utilising statistical tools such as regression analysis and f-tests, this paper analyses the results of an institutional study of engineering undergraduates at the University of Leicester, with the aim of exploring if there is a statistical relationship between placement students and higher final degree results.

The analysis offers evidence that suggests a causal link between completing a placement and achieving a higher degree result in the final year of an engineering degree. However, it also indicates that there are other key variables that have a greater impact on determining degree results.

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Gomez, S., Lush, D. & Clements, M. (2004) Work Placements Enhance the Academic Performance of Bioscience Undergraduates, Journal of Vocational Education and Training, vol.56, no 3, pp. 373-386.
Mandilaras, A. (2004) Industrial Placement and Degree Performance: Evidence from a British Higher Education Institution, International Review of Economics Education, vol.3, no. 1, pp. 39-51.

Keywords: industrial placements, degree performance, correlation, work-based learning, engineering

"Educational Benefits for Learners in Placement and Assessment as a Curriculum Component and the Marketing of WIL at the Central University of Technology, Free State (CUT), South Africa"
One-Hour Poster Session
<u>**Presenter:**</u>
Benny Cecil Louis Mokoma, Coordinator Cooperative Education, Central University of Technology, Free State (South Africa)
This poster exhibits an ongoing research project at the CUT to arrange placements with employers. As a curriculum component in the respective courses and academic support to upgrade through put learner rates, it entails a coordinated effort with the public and private sectors. A critical aspect is to ensure that employers meet the minimum requirements of our policy procedures. Successful placements are achieved through visitations and facilitation with various employers all over the country. Partnerships are agreed on for quality assurance while bursary schemes ensure that our learners are absorbed according to quota systems. Currently our research focuses on Blackboard Campus Edition 6 for online resume s, placements and assessment. In-house training workshops fulfill a pivotal role to ensure the intended outcomes. Learner involvement in institutional projects also enhances placements. Consequently, industry influences the curriculum to adhere to the required skills needed for industrial and economic development. Simultaneously they monitor and assess the required skills within mentorships as well as in guiding the learners. Their comments and assessments provide strategic direction and indicators how to align the curriculum according to the changing economic and employment needs and that training is aligned to the standards of the relevant professional bodies. Ultimately, their key role is to absorb the learners into the main economic stream of employment. In our research, literature (Richard K Coll and Chris Eames. 2004. International Handbook for Cooperative Education. WACE.) inter alia states the following advantages for learners:

o   Increased disciplined thinking: Rankin, 1984; Cates & Langford, 1999;
o   Improved learning: taking responsibility for learning, Grantz & Thanos, 1996; learn how to learn, Howard & Linn, 2001;
o   Improved motivation to learn: Weisz, 2000; Burchell, Hodges, & Rainsbury, 2000: also for life-long learning, Parks, 2003;
o   Improved problem-solving: Knechtel & Lleithwood,1995; analytical thinking, Weisz, 2000; analytical thinking, Burchell et al., 2000; higher levels of knowing (epistemological reasoning, independent knowing, Keen, 2001; Parks, 2003
o   Improved performance in the classroom: Diaforli, 1980-81;Van Gyn et al., 1997; Increased GPA, Blair & Millea, 2003;
o   Put theories learned in the classroom into practice: Van Gyn et al., 1997; Parks, 2003
o   Increased commitment to educational goals: Carrell & Rowe, 1993
o   Improved graduates perception of the benefits of their major: Riggio & Kubiak, 1944;
o   Increased attachment to their university: Carell & Rowe: 1993:

o   Increased student adaptation to university life, found no stress or role conflict: Carrell & Rowe, 1993; and

o   Higher retention rate: Avenoso, 1994; motivation to persist to graduation, Parks, 2003.

Keywords: placements, internship experience, employers and research

"Transformations of Adult Learners: A Realistic Evaluation of Work-based Learning"
20-minute Reviewed Paper
<u>**Presenter:**</u>
Dr. Lesley J. Moore, Senior Lecturer, Faculty of Health and Social Care, University of the West of England, Bristol, Glenside Campus (U.K.)

Within the UK universities and industries have been collaborating to accredit work-based learning (WBL). This is integrated learning where learners make a project of selves by engaging with workplace opportunities and relevant theory to evidence their WBL for academic credit (Garrick & Usher 2000). The awareness of the importance of WBL as a valid way of learning is not just happening in the UK for as Jackson (2006) has identified it is important for raising the international standards of health care. The modernisation agendas of the British National Health Service (NHS) are challenging traditional ways of learning; a move away from teacher-centred to one of a learner-centred approach (DH, 2001). McKee and Burton (2005) argued that there needs to be a maturity of independent learning if healthcare workers are to succeed in their careers. This means that the existing workforce may need to undergo some major transformations in order to develop the internal locus of control for learning and supporting change in the complex world of work. Sceptics still ponder on whether work-based learning can enable such transitions and critics have identified that there is no evaluative evidence of the worth of this way of learning.

This paper will focus on a three year longitudinal evaluation of WBL of qualified nurses. The methodology of Pawson & Tilley (1997) was chosen to evaluate the embedding of WBL as an educational mechanism in healthcare practice, and the perceptions of learners, managers and academics of its value to them. The evaluation project, which is mainly qualitative and cumulative in nature, evaluates the impacts of WBL and aims to produce middle-range theory concrete enough to inform future policies and practice. The focus of the evaluation framework includes changing contexts, mechanisms (blocking and enabling) and outcomes (Pawson and Tilley 1997).

Findings suggest some positive outcomes of interpersonal and intrapersonal learning, creative change projects, and a need for learners to gain awareness of supportive mechanisms within and external to the workplace.

Keywords: realistic evaluation, work-based learning, interpersonal, intrapersonal skills, transformations

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"Contradictions in Workplace Learning"
40-minute Reviewed Paper
<u>**Presenters:**</u>

Jennifer M. Newton, Senior Research Fellow, School of Nursing and Midwifery, Monash University (Australia)
Brian Jolly, Director, Centre for Medical and Health Sciences Education, Monash University (Australia)
<u>Supporting Authors:</u>
Stephen Billett, Professor of Adult and Vocational Education, Griffith University (Australia)
Cherene Ockerby, Research Assistant, Southern Health (Australia)

Nursing students frequently report they do not always find it possible to provide care in clinical practice in ways they were taught at university. In addition students often do not feel supported or confident in their nursing skills, if these skills differ from those of the ward nurses1. This is exacerbated when students question nursing staff about the use of improper techniques only to be told that it is how things are done on this ward1. This paper reports findings from an Australian Research Council Linkage funded study that examined how both undergraduate student nurses and registered nurses engage in learning in the workplace. The mixed messages that novice nurses experience in learning between the parallel worlds of academia and the clinical workplace are discussed.

Methods: As a component of a mixed method longitudinal project, a series of one-on-one audio-taped interviews were conducted with novice nurses (n=28) and registered nurse preceptors (n = 25) over a two year period. Interview transcripts were transcribed and thematically analysed using NVivo8 and three themes emerged.

Results: The first theme parallel universes centres on the disparity between academic learning and the clinical setting. Procedural skills learnt in the classroom require adaptation by novices based on their observations and experiences in the workplace. It s not real , the second theme, describes the perceived lack of authenticity of some learning experiences in the academic setting. The third theme determining competence reflects preceptors misconceptions about expected students level of skill and knowledge and inconsistency in defining competence.

Discussion: The traditional conceptualisation of knowledge translation is through the theory-practice gap. Students are viewed as knowledgeable but unable to apply their learning due to their lack of work readiness. However, two domains exist as parallel universes . The learning spaces of academia and the clinical workplace create a dissonance for students not because there is a theory-practice gap , but because their practices and purposes are intrinsically different, their systems are in many cases co-existing, and sometimes opposed. This can present challenges in determining what is conceived as being professionally competent.

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1.Cheraghi, M. A., Salasli, M. & Ahmadi, F. (2008). Factors influencing the clinical preparation of BS nursing student interns in Iran. International Journal of Nursing Practice, 14, 26-33.

Keywords: workplace affordances, theory-practice gap, undergraduate students, professional competence, stimulated learning

"Preceptorship: A Model of Workplace Learning"
20-minute Reviewed Paper
<u>Presenter:</u>

Jennifer M. Newton, Senior Research Fellow, School of Nursing and Midwifery, Monash University (Australia)
Supporting Author:
Karin White, Clinical Education Coordinator, Medical, Surgical, and Continuing Care, Nursing and Midwifery Education, Southern Health (Australia)

Background: Novice nurses encounter numerous factors that impact on their learning in the complex healthcare workplace. Experienced Registered nurses often work one-on-one with novices as preceptors to facilitate the development of novices clinical skills and socialisation into the profession. This paper explores the concept of preceptorship as a model of workplace learning from preceptors and novice nurses perspectives drawing upon interview data from a project between a large healthcare organisation and a university in Melbourne, Australia.

Method: The study was framed by ethnomethodology and, included fieldwork observation, a series of individual interviews with nursing students (n = 28) and preceptors (n = 25) interviews and student surveys. Interviews were transcribed verbatim and thematic analysis yielded six key themes.

Findings: The themes, workplace socialisation, empathy, individuality, willingness to engage, changing support, and a realisation [by novices about the preceptor role], highlight the complexity of workplace learning. This is influenced by the idiosyncrasies of the individuals involved and the social milieu in which the learning takes place.

Discussion: Learning environments are privileged by the nature and variety of activities and interactions they afford individuals and individuals interest in engaging in these learning opportunities. Whilst the study presented here is based on one particular practice-based profession, the outcomes of this research have applicability to other practice-based professions (e.g., teaching) where there is a dependency on experienced workers to support and precept the novice. To enhance the transition of novice practitioners into the workforce and promote their retention it is important to acknowledge both personal and social workplace contributions as these clearly influence the success of a preceptorship partnership.

Keywords: preceptorship, workplace learning, undergraduate students, registered nurses, qualitative research

O

"Claiming the Space for Critical Reflection and Transformative Learning in Clinical Education: Lessons from New Graduates"
20-minute Reviewed Paper
Presenter
Ms. Marissa J. Olsen, Lecturer/PhD Candidate, Charles Sturt University (Australia)
Supporting Authors:
Dr. Franziska Trede, Charles Sturt University (Australia)
Professor Joy Higgs, Charles Sturt University (Australia)
Clinical education not only prepares students for the technical and procedural skills required at work but also fosters life-long learning skills and inculcates professionalism. Critical reflection involves questioning how one s beliefs and values, which could be assumed or hidden, may be driving practice (Fook & Askeland 2006). Reflection is a

precursor to transformative learning, which occurs when practitioners have identified beliefs and values they perceive as flawed and subsequently transform them (Mezirow 2003). Both critical reflection and transformative learning are important approaches in clinical education as they allow learners to critically question their work and prepare them for life-long learning.

This paper reports on doctoral research that explored experiences and possibilities for critical reflective practice of early career dietitians when making decisions with their patients. The overarching research question was how can early career dietitians learn to collaborate appropriately in clinical decision-making and what are the implications for clinical education. Nine dietitians participated in three in-depth interviews over a six month period. The initial interview focused on an exploration of current practices in relation to decision-making with patients. Participants also conducted reflective practice activities between each interview which were the basis for discussions in the second and third interviews.

The reflective practice activities conducted by the participants had varied foci and depth. Participants also varied in their ability to identify and discuss their own beliefs and values, and to explore conflicts between their espoused beliefs and values and their current practice. Participants took varying levels of action as a result of reflective practice activities. The extent to which participants were able to critically reflect on their practice and to act to change less than optimal work situations depended on a complex range of factors including their personal and professional context, their confidence in their own professional identity and the nature of relationships between themselves and others in their work environment. Implications of these findings for academics and clinical educators will be discussed in relation to the potential for facilitation of critical reflective practice in students as part of work integrated learning.

Fook, J., & Askeland, G. A. (2006). The 'critical' in critical reflection. In S. White, J. Fook & F. Gardner (Eds.), Critical Reflection in Health and Social Care (pp. 40-53). Berkshire, England: Open University Press.

Mezirow, J. (2003). Transformative Learning as Discourse. Journal of Transformative Education, 1(1), 58-63.

Keywords: critical reflection, transformation, new graduates, practice development, clinical education

"Co-operative Education: Preparing Learners for Careers or Employment?"
20-minute Reviewed Paper
Presenter:
Mr. Shakeel Ori, Director: Co-operative Education, Durban University of Technology (South Africa)

One of the outcomes of Co-operative education is to make students more employable. How effective is this preparation in preparing these students for a career? Or are they only being prepared for employment?

This paper examines the role of Co-operative Education as a tool to assist people to make the right career choices at different stages in their learning, viz at school; in choosing the right field of study in higher education; and in preparation for the world of work via programmes like Work-Integrated Learning. The question posed is whether this is enough and, alternatively, whether enough is being done at each of these stages.

The contention is that integrating work and learning is part of the continuum of life-long learning and career-development and that the benefits of WIL are significant throughout one s adolescent and adult life.

Keywords: life-long learning, careers, work-integrated learning, co-operative education

"Assessing Learning, Setting Standards"
20-minute Reviewed Paper
<u>**Presenters:**</u>
Janice Eleanor Orrell, Director, Education Consulting (Australia)
Lesley Cooper, Professor, Wilfred Laurier University (Canada)

There a substantial increase in interest and prevalence of work integrated learning programmes being included in university curriculum. This interest has extended beyond the traditional and expected professional education courses of study to vocationally-oriented and more generalist degree programmes. The rationale for this drive is largely imbued with the language of assisting university graduates to be better prepared for integration into the workforce; to be work ready . There are some that recognise that beyond learning to work , the integration of work and learning provides meaningful learning opportunities for cognitive and ethico moral development. Despite the articulation of these aspirations for their graduates, curriculum designers are challenged in providing for learning assessment. Determining what to assess, how to assess and how to accurately and consistently interpret student achievement are construed as so complex that, all to frequently, assessment is non -graded pass or work required in order to avoid the challenge of articulating and using a standards based approach. In such cases it is difficult to determine what is required to pass or if it is possible to fail!

This paper will provide an argument for a far more intentional approach to both formative and summative assessment of work integrated learning. This paper will argue that the tacit evaluative conversations and practices in the workplace define for students what is important in terms of work place practice and the precise nature of the profession or occupation. These tacit influences may challenge and confound curriculum intentions and the purposes for the placement. The tacit values are also culturally bound and may embody bias and discriminate against particular groups of students. While tacit values cannot be out-ruled, a more managed approach to assessment can strengthen the potential benefits of work integrated learning and minimise inherent discrimination and bias.

Using Biggs (2003) and Perry (1999) a framework for articulating hitherto tacit intentions for working to learn will be presented. This framework can assist workplace assessors and students to share meaningful conversations about what learning has been achieved and what capacities have yet to be developed. The framework is designed to be adapted by diverse professional, vocational and generalist degree programmes to establish high learning expectations, foster comprehensive personal development and to establish publically agreed standards of achievement.

Keywords: assessing learning, setting standards, using rubrics, working to learn, professional education, service learning

P

"A Continuous Curriculum Development Through Work Integrated Learning: A Learning Cycle in the Institutions of Higher Learning"
20-minute Reviewed Paper
<u>**Presenter**</u>**:**
Reshoketswe Regina Phahlamohlaka, Lecturer, Tshwane University of Technology (South Africa)

Work Integrated Learning (WIL) is one of the learning theories used in the institutions of higher learning to curriculate the programmes. In contrast with the transmission theory of education which much current educational practice is based, WIL offers the learner an opportunity to experiment a practical application of knowledge acquired in the lectures rooms. WIL influences the design and a continous development of educational programmes in the informal management training and formal management education. This article will focus on the benefits offered by WIL which takes a triangular form, the industry, the learner and the institution of higher learning. The emphasis will be on the continuous curriculum development which should be structured in line with the needs of the industry. The role of the industry is to update their needs that should be communicated timely to the institution of higher learning. The implied and tacit knowledge obtained by the learner will thus be a holistic benefit to all stakeholders. WIL creates knowledge and such knowledge needs to be managed by all the stakeholders so that the institution of higher learning utilises it (knowledge) in the development of a feasible curriculum.

A feasible curriculum is based on two main interdependent components, namely an academic component and an experiential learning component. The curriculum is intergrated in conjunction with industry participants and thefore, the institution of higher learning attempts to provide the specific needs of the labour market. Evaluation of the outcomes of WIL has to be conducted by both the educational institution and the industry participants, based on the predetermined learning outcomes as defined by the main participants of the triangle. As WIL is an eternal learning curve, the learner continually improves the work processes as a future industry employee and the institution of higher learning which moulded a particular learner also continually adapts to the current needs of the industry by reviewing and updating the curriculum endlessly.

The learners are exposed to a learning cycle as they respond to the situation and what is being learned during their experimentation. The cycle of WIL is potrayed in the following manner, the immediate concrete experiences are a basis for observations and reflections; the reflections are assimilated and distilled into abstract concepts from which new implications for action can be drawn; and these implications can be actively tested and serve as guides in creating new experiences. Knowledge obtained through WIL has no limits or ceiling as everything begins and ends in the continuous flux of experiences. WIL takes a holistic approach in human nature as it operates at all levels of human society from individuals, to groups, to organisations and to the society. The learning processes are affected by the learner s physical and abstract environment. Knowledge is created through grasping and transformation of experience and the learning is potrayed as an idealised learning cycle because the learner touches all the bases experience, reflection, think and act simultaneously.

The principal research question is; How can the institution of higher learning attempt to continuously update its programmes in order to adapt to the ever changing industry requirements?

The secondary question is thus; How can the participants of the triangle bond together and work towards a common goal? How can managers understand and stimulate the process of continuous knowledge development through experiential learning? Is it through marketing WIL? If so, how can WIL be marketed for such benefits?

The rationale will be conducted through a research in the selected regions and the selected institutions of higher learning. Alumni will also be selected randomly as a student component to test the precedent rationale. Gauteng, Mpumalanga and Polokwane regions will be the targeted areas where 80 % of WIL takes place. The respondents will report their learning practices on a questionnaire in order to emphasise their experiences. The comparison factors will take a form of knowledge created in comparison with knowledge acquired, trial and error so far, general discussions with co-ordinators of WIL observations, guided practices, and reflection of one s experience, improvement of performance. The outcome will impact on knowledge management by individuals, groups and organisations including the institution of higher learning which will review the quality of the curriculum.

Keywords: work integrated learning (WIL) industry role curricular development triangle participants knowledge management endless learning curve

"Work-Integrated Learning: A Window on the Curricular Components Learning from the Alliance during the Real World of Work"
20-minute Reviewed Paper
<u>**Presenter:**</u>
Mr. Sakchai Pinpetch, Lecturer, Tourism and Hospitality Management Department, School of Management, Walailak University (Thailand)
The role of work-integrated learning in which students are given an opportunity to obtain a taste of the real world of work through short-term placements is increasingly seen as a valuable addition to the academy curricula. Coherently, it appears that the work-integrated learning is an important component of the curricula and that it will not only benefit the students who will shortly leave the university, but also the graduates themselves.

Furthermore, the curriculum usually derives from a focus on the instructional techniques and demonstrative practical learning in the academic institutions. The workplaces involved are required to contribute their time as advisors and mentors and several also provide job placements and real work experience for both the academy students and graduates. The work-integrated learning structure is built on a principle that the workplaces are willing to cooperate by taking the curriculum into consideration in organising the work placements. Both the academic institutions and the workplaces should have a clear role in this structure, but in actual practice such role is often not well developed. In several cases the traditional work-integrated learning programmes and the training plans set up for the students have little to do with the academic institutional learning.

From interviews with the students, the researcher has recorded the levels of their appreciation of the various curriculum structures throughout their four years of study.

There are several workplaces which do provide placements for students and give them a great deal of time despite their busy schedules. At the same time, several workplaces also give valuable support in organizing the actual practical learning and work placement in line with the academic curriculum structure. Throughout the interviews, the students willingly answered the questions and often talked at length and with great insight into their practicum, be it a positive or negative experience.

In summary, work-integrated learning as a window on the curricular component is developed in order to lead to a coherent sequence of work placements. Despite strong and reasonable arguments in favor of expanded work-integrated learning, this component remains far more a concept than a reality. In Thailand, the educators should place more effort in order to drive this work-integrated learning as a most important component in all curricula, even though several barriers are being encountered in this form of educational scheme.

Keywords: work-integrated learning, curricula, component, Thailand

R

"The Development and Practice of Work Integrated Learning in Universities of Technology (UoTs) in South Africa and Australia: A Comparative Study"
20-minute Reviewed Paper
<u>Presenter:</u>
Portia P. Rakoma, Lecturer, Durban University of Technology (South Africa)
The Council on Higher Education in South Africa has stated that higher education has an important role to play in the development of the country s economy. Higher education in South Africa consists of universities of technology (formerly known as technikons), comprehensive universities and traditional universities. Before technikons became universities of technology, they focused on cooperative education, which was a programme that offered students exposure to the working environment before they graduated. The terms cooperative education and work integrated learning (WIL) are often used interchangeably; this paper has opted to use work integrated learning . Universities of technology (UoTs) are obliged by legislation (HEQF) to offer work integrated learning (WIL). The higher education qualifications framework (HEQF) also recognizes prior learning and work integrated learning. Work integrated learning has been the strong point of technikons in South Africa because it helps students when entering the job market. The study aims to investigate the development and practice of WIL in South African and Australian universities of technology (UoTs). A survey of all UoTs in South Africa and Australia will be conducted. Interviews and questionnaires (print and electronic) will be used to collect data. Because the population is large, sampling techniques will be used to select a sample for the study.

Keywords: work integrated learning, universities of technology, higher education qualifications framework, South Africa, Australia

"Student Perceptions of the Benefits of a Work Experience Course in Exercise Science"
20-minute Reviewed Paper
<u>Presenter:</u>
Dr. Gregory Reddan, Senior Lecturer, Griffith University (Australia)

This paper outlines student perceptions of the positive outcomes of Field Project B, an optional course in the Bachelor of Exercise Science program at Griffith University. The rationale for including this course in the program of study is to increase students awareness of the requirements of the industry they wish to enter and the working environment of various organizations in which they may wish to seek employment. The course is designed to link and complement the student s program of study by introducing them to the work environment. The main purposes of this course are: (a) to provide students with work experience within the industry they may seek employment; (b) to introduce students to various topics concerning the work environment; and (c) to provide career planning procedures and job search skills training. The course includes 13 two-hour lecture/workshops in which students are introduced to professional and personal techniques to assist them gain entry and function successfully in the workplace. The course is staff-intensive with input from lecturers from the School of Physiotherapy and Exercise Science, Careers and Employment Services and relevant employer groups. Students applied for positions of interest and were involved in mock interview situations. They also acted as a member of an interview panel with other students and a staff member. Prior to the interview students were required to submit an application letter, a CV, responses to selection criteria, as well as an e-Portfolio of their work.

This research identified the most important outcomes of the course, as ranked by students, to include: interview skills; completing CV and application letters; professional contacts; gaining experience; use of skills acquired at university; and knowledge about career opportunities. Comparisons with the outcomes of courses from other universities involving work experience were provided. Benefits to the host organizations were also investigated through an analysis of supervisors reports. The contributions of the course towards the development of specific graduate skills and sub-skills promoted by Griffith University were also examined. The results demonstrated that students perceived the course to be of significant value to their career prospects. Suggestions were made about possible improvements to the course for future years.

Keywords: student evaluations; mock interview; career planning; work experience; job search training; course outcomes; graduate skills; work-integrated learning; exercise science

"Co-Curricular Awards: A New Phenomenon in UK Higher Education FOR Recognising & Valuing Life-Wide Learning in Higher Education"
20-minute Reviewed Paper
Presenter:
Charlotte E. Rickett, SCEPTrE, University of Surrey (U.K.)
SCEPTrE is leading the development of a new Co-curricular Award for students at the University of Surrey (Jackson 2008 and in prep). The award is intended to enhance the University s well established WIL approach which is based on year long work placements by recognising experiential learning gained in many other contexts outside the disciplinary and professional training curriculum for example volunteering, cultural experiences and travel, peer mentoring, being enterprising or involvement in a society. To inform development work, research has been undertaken to find out which other universities offer similar Co-Curricular Awards. A web-based search combined with networking has identified almost 50 universities in the UK who have developed or are in

the process of developing co-curricular awards. The scale and growth of this phenomenon appears to be unique to the UK Higher Education system.

This paper discusses the growth in Co-Curricular Awards and identifies the reasons for this sudden development. It describes the characteristics and variations across award schemes including:

What they choose to emphasise in their approach and focus: education/ employability/ personal development/ professional development/ leadership

Expectations in the level of student commitment required to achieve the award

Their inclusion criteria

Scale and level of participation

Types of experience that qualify

Whether there are specialist routes/ pathways

How they are assessed/ who by/ criteria used

Form of recognition points/ credits/ certificates

How they are organised and resourced

Extent of staff involvement

Level of employer engagement

How awards are made on completion and whether they feature on transcripts

Which Universities/ groups of institutions have or are introducing these awards A provisional typology of Co-Curricular Awards has been created through the analysis.

Reference

Jackson, N. J. (2008) A Life-Wide Curriculum: Enriching a traditional WIL scheme through new approaches to experience-based learning. Proceedings of the WACE Symposium Sydney 2008.

Jackson, N. J. (in press) From a Curriculum that Integrates Work to a Curriculum that Integrates Life: Changing a University s Conceptions of Curriculum Special WIL Issue of HERD

Keywords: co-curricular awards, experiential learning, personal and professional development, enhancing WIL, employability

"Enhancing Student Quality with Work Integrated Learning"
20-minute Refereed Paper
<u>**Presenters:**</u>
Bongkosh N. Rittichaiunuwat, Program Director, Siam University (Thailand)
Supraporn Rattanaphinanchai, Research Assistant, Siam University (Thailand)
This study is an analysis of an international hospitality program, which has taken steps to collaborate with the corporate hospitality sector and integrate it into its curriculum, instruction, and internship. These changes have been implemented in order to enhance the quality of its graduating students. Workshops and experienced guest speakers from various trade associations, convention organizers and visitor bureaus have also been incorporated into the curriculum, which has been developed in order to bring the corporate hospitality sector closer to the daily world of undergraduates.
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Keywords: work integrated learning, industry and university collaboration, satisfaction

"The Academic Practitioners – Foot Soldiers of Employability"
40-minute Workshop

Presenters:
Mr. Colin M. Robertson, Exercise Science Support Officer, Liverpool John Moores University (U.K.)
Miss Karen Williams, Liverpool John Moores University (U.K.)
Supporting Author:
Tim Cable, Professor, Liverpool John Moores University (U.K.)

The current national and global economic situation means that it is no longer enough for a new graduate to merely have a knowledge and understanding of an academic subject; it has become increasingly more important for students to gain skills and attributes which will serve to make them employable within the broader modern market.

The challenge that exists for institutes of higher education rests within establishing meaningful links with the wider economic world, engaging partners and stakeholders in their practices and earning a level of credibility that extends beyond the theoretical; and in so doing, proving to potential employers the value and benefit of their graduates. The fundamental role of the Academic Practitioner is bridging this gap between theory and the workplace; taking services out and bringing enhanced opportunities back into the degree programmes. Essentially, the Academic Practitioner functions as the foot soldier of employability, delivering on both parts of the equation   academic and applied practice - and thus turning strategies into working structures.

In 2005, The School of Sport and Exercise Sciences at Liverpool John Moores University was recognised by the Higher Education Funding Council for England (HEFCE) as a Centre of Excellence in Teaching and Learning (CETL). Since being awarded this status the school has successfully managed to align its curriculum to meet with the current notions of employability. This has been achieved in two ways: 1) the theoretical alignment of the degree programmes to match with Yorke and Knight s (2006) notions of employability; 2) appointing two new staff members to the existing academic team - two Academic Practitioners to assist with the alignment of the degree programmes through delivery of up-to date academic and applied experiences.

Workshop Scenario

The aim of this workshop is to actively engage delegates to consider the potential role of academic practitioners in engaging employers and their impact on the employability focused curriculum. This workshop will explore 1) what are the challenges of engaging employers in specific national/international contexts, 2) what is the role of academic practitioners in bridging the gap between the academic institute and the world of work - facilitating a discussion about models/roles of academic practitioners in the context of different counties and subjects, 3) how do they deliver on the employability agenda, providing insights regarding what approaches and methods they use and what challenges they face.

This will be achieved using a format of group tasks, directed discussion and key group summaries. The workshop will aim to challenge and debate current notions of academic practices within the modern higher education environment.

Keywords: academic practitioner, employability, curriculum, strategy

S

"Monitoring Student Interns on their Paths of Individual Development Using Web 2.0"
40-minute Workshop
<u>**Presenter**</u>**:**
Benoit Savard, Student and Partner, Sherbrooke University and SMA Inc.
One of the main objectives of cooperative learning is to offer student interns the possibility to acquire practical experience and to develop skills (knowledge, abilities, attitudes, values, etc.) that are pertinent to the profession they have chosen to pursue. In order to ensure that student interns are provided with a structured mentoring and coaching approach in the pursuit of their objectives, a Web 2.0 application has been developed in partnership with the University of Sherbrooke and the firm SMA Compétences. The goal of the application is specifically to allow student interns to structure their reflections regarding their personal development over the course of their internships, and to work on their objectives in real time. The student interns find all the tools and performance aids they will need over the course of their internship program in a single application.
The virtual platform for monitoring the paths of individual development of student interns allows supervisors and internship coordinators to follow the evolution of each intern in real time and to provide personalized coaching and support while they develop skills and attain their objectives.
The path of individual development of student interns using Web 2.0, an application tailored to the new generation!
Keywords: monitoring-web 2.0-learning path-experience based design-reflection-individual development

"The Effects of 'Six Pack Strategy Model for Work Integrated Learning Programmes"
40-minute Panel Discussion
<u>**Presenter**</u>**:**
Dr. Teddy TF Setshedi, Cooperative Education & Project Manager, Faculty of Information and Communication Technology, Tshwane University of Technology (South Africa)
Nowadays entrepreneurship is of vital importance to the employability of South African youngsters and is considered an essential competence for personal development and self-fulfillment. The education system has a crucial role in providing the competencies that individuals need to adapt to change in the social, economic and technological contexts. Being a competence, entrepreneurship could be developed in adequate learning environments, especially if in relation to the development of management skills and using experiential activities.
Considering the above, the goal of this work is to discuss the theoretical and situational foundations, and the design, of entrepreneurship educational projects developed by ICT Faculty in Tshwane University of Technology students in Innovation Enterprise Unit housing a Work Integrated Learning component.
The learning activities consist of planning, implementing and self-evaluating a micro-business developed by the students within the campus. It is also our goal to study the perception of the students regarding the impact of those activities on their induction, on

the acquisition of management and entrepreneurship competences, on their academic success and employability potential.

This research found that experiential education can be viewed by the students as facilitating management and entrepreneurship competences development and is considered motivating. The research also concluded that entrepreneurship competences are considered important to academic success in other scientific areas, not all directly related to management. Finally, students find that third year experiential education projects in entrepreneurship can improve their employability.

Keywords: entrepreneurship, employability, e-learning, experiential learning, work integrated learning, enterprise, economy

"Reflection, Practice Learning and Documentation"
20-minute Refereed Paper
<u>Presenter:</u>
Pam Shakespeare, Emeritus Professor, Open University (U.K.)
This paper explores ways in which documentation in practice based learning programmes can support reflection in the workplace. It describes three forms of documentation generated in open learning contexts for professional programmes (Needs Analysis, structured learning activities and portfolios) and considers the extent to which these protocols can support and 'reflect' reflection and reflective models. While open learning is a specific type of learning, the requirement for documentary devices to be sound, workable and well structured for large numbers of people and their public nature offers educational professionals in other contexts an opportunity to assess learning transparently.

Keywords: Reflection, Needs analysis, Mentoring, Structured learning activities, Portfolios, Sequences of learning devices, protocols

"Focusing on the Outcomes: A Project at One Australian University"
20-minute Reviewed Paper
<u>Presenter:</u>
Heather M. Smigiel, Director of Academic Development, Flinders University (Australia)
<u>Supporting Author:</u>
Ms. Ceri Macleod, Flinders University (Australia)
This paper will describe a project that aims to investigate and improve the quality and implementation of work-work integrated learning at one Australian university. The focus is on the educational benefits of work integrated learning. Of particular interest are the implications for curriculum and pedagogy that may support positive student learning outcomes for students undertaking a variety of work integrated learning experiences. The first phase of the project was an extensive audit of the university s work integrated learning programs. The results provided a clear insight into the nature and scope of these activities, highlighting several issues that needed to be addressed to maximise the potential that work-integrated learning (WIL) activities offered to students, staff and external partners. The University then utilised the results of the audit in the development of a two-phase project to maximise the effectiveness and extent of current and future

WIL activities across the University. Both these phases will be discussed as part of the paper.

Phase One of the project is reactive in nature and addresses issues and recommendations arising from the audit. Many of these involved structural change and development of policy but others focus on the importance of particular pedagogical practices that support positive learning outcomes for students. One key focus has been on the importance of reflection as a means to connect theory and practice and make meaning of WIL experiences.

Phase Two is proactive, attempting to meet the challenging task of integrating WIL within all undergraduate courses at the University. A key element of Phase Two is the development of models that illustrate the different approaches to WIL currently being implemented across the University. Some of these models are based on disciplinary requirements and have evolved over time while others are new and have arisen in response to concerns about the growing demand to secure work experiences for higher education students. These evidence-based models will draw on a number of factors relevant to WIL, and be used to develop a catalogue of examples of good practice, to encourage the roll-out of fit-for-purpose WIL activities that are effective, sustainable and address the needs of all parties involved. A collection of these models will be presented as part of the presentation, along with a background to their development and a discussion of the educational outcomes of the various models.

Keywords: educational benefits, models, outcomes, quality

T

"Human Resource Development for Advanced Technologies"
20-minute Reviewed Paper
<u>Presenter:</u>
Kenzo Takahashi, Professor for Postgraduate Cooperative Education, University of Fukui (Japan)

We have been evolving a long-term internship program for graduate students in the field of engineering since 2005. In our program, graduate students can apply for an elective course of cooperative education, called Long-Term Internship . Most of students use the second semester of the first year of Master degree course just before their research works for dissertation though the program is open to any term of Master degree and Ph.D. degree courses. The main purpose of the program is to develop graduate students to have ability to find and solve any problems by themselves and well manage human relations. The term for the course is six months covering 1.5 month preliminary education (required specialty and ethics in industries), 3 month cooperative education in industries and 1.5 month post education for summary and future studies. The placement of students depends on the negotiation between the university and some preferable companies/institutes based on the requirement of each candidate. Most of them tend to welcome students but the available number of the companies/institutes is not always enough yet.

In the beginning of the program, it was inevitable for us to have the necessity of cooperative education and mutual cooperation between the university and industries understood by both faculty and industries and it took a lot of time. We have started it with dispatch of two students at first and now, dispatch more than 10 graduate students to

regional industries for cooperative education every year. Our program is supported by Government s funding from 2006 to 2010 fiscal years. The program will be extended with the sustainable structure based on the cooperation between the university and industries and their better understandings.

The reaction from customers, namely industries, students and faculty, especially students advisory Professors gives important information to amend the strategy and improve the program. We have collected their opinions with some forms of questionnaire every year. As a result of this surveillance, most of cooperative industries gather in the local area of Fukui prefecture where the number of industries/institutes related to IT or fiber industries and nuclear power facilities is outstanding in Japan. The majority of students who experienced the cooperative education also tend to belong to the relevant departments. According to their opinions, both the students are satisfied with their new knowledge and experience of idea available only in the process of product development. On the other hand, all of the industries replied to be satisfactory without troubles of ethics or security, and pointed the contribution to business promotion.

Keywords: cooperative education for graduate students long-term internship regional industries Government's support sustainability

"Assessing The Effects of Work-Integrated Learning on Academic Performance and Employment Prospects -The statistical analysis based on the KSU students' data-"
20-minute Refereed Paper
Presenter:
Yasushi Tanaka, Professor, Faculty of Economics, Kyoto Sangyo University (Japan)
Supporting Author:
Professor Masashi Matsutaka, Center of Research and Development for Cooperative Education, Kyoto Sangyo University (Japan)
Matsutaka, Tanaka, Churton s paper presented in 2009 Wace International Conference in Vancouver analysed how students awareness about academic studies and future employment prospects change during the university years based on a questionnaire to over 1300 students who took Career education courses at Kyoto Sangyo Univerisy. The main finding was that those who are well-focused academically do also have right focus about job hunting with often successful outcomes. While these results provide us interesting insight into what goes in students minds, the study left out more objective facts such as academic results and the success in job hunting outcomes.

To complement this, therefore, the Centre of Research and Development for Cooperative Education at Kyoto Sangyo University has gathered the longitudinal data for the all 5473 students who graduated in 2008 and 2009, in which we can trace how each student entered our university, how well he/she performed academically and whether he/she took work-integrated Learning courses, and how he/she managed the job hunting, as well as sex and faculty specifications.

The main aim of this paper is to analyse the effectiveness of work-Integrated Learning courses in relation to more academically oriented courses in achieving successful employment prospects, to suggest other academics and practitioners engaged in work-integrate learning programmes one way to assess their own programmes. Using this huge and detailed set of data on individual students, we apply regression analyses to assess the effectiveness of the work-integrated learning programmes at Kyoto Sangyo University.

As expected, the general finding is that work-integrated learning programmes do contribute to improving of the employment prospects.

"Siam EE Contemporary Cooperative Education Model: A Strategic Way to Occupy Competitive Job Positions"
20-minute Reviewed Paper
<u>**Presenter:**</u>
Sompongse Toomsawasdi, Ph.D., Chairman of the Electrical Engineering Department, Faculty of Engineering, Siam University (Thailand)

A contemporary model of cooperative education program for electrical engineering students with senior status to gain practical experiences and gain employment opportunities is designed strategically and implemented primarily at Siam University, Thailand. This model is composed of a three credit hour theoretical course for prospective students to take prior to going out to work for one semester with the industries and a three credit hour practical course for those students who have passed the theoretical course with the grade of C or better to register before leaving the university and start working with the industries. The theoretical course is designed contemporarily, in addition to a regular bachelor degree program, to prepare students to work impressively for most of the existing electrical engineering enterprises in Thailand to increase their employment opportunities. It includes the combination of practical computer usages, practical application of microcontrollers and p ractical application of programmable logic controllers. In addition, it includes the techniques of preparing, writing, and presenting a good technical report and includes the lessons of how to behave as a good employee and how to work as a high potential electrical engineer. The practical course is also designed contemporarily to ensure good achievements of students and to demonstrate a high standard of the cooperative education program of Siam University throughout the working period with the enterprises. It includes a joint working project between university students and enterprise personnel, a joint supervision program between supervising professors and enterprise supervisors, a joint program for the evaluation of student working performances during the working period and also their final presentations in the form of cooperative education senior theses. This model has been implemented for five years, since the academic year of 2004, and its results are shown to be very sat isfactory. Increasing numbers of enterprises are joining the Siam EE Cooperative Education Program and the employment opportunities have been increased remarkably in recent years. A number of students whose degree requirements are already met are employed immediately, by the companies they worked with during the cooperative education program, following the completion of their cooperative education program. A number of students whose degree requirements are not yet met are committed to be employed by such companies upon the completion of their degree requirements. More than one hundred copies of useful cooperative education senior theses are generated and are now being housed inside Siam University Library for public uses.

"What's Important About Internship to Students?"
20-minute Reviewed Paper
<u>**Presenters**:</u>

Tony S M Tse, Assistant Professor, School of Hotel & Tourism Management, The Hong Kong Polytechnic University (Hong Kong)
Chris Luk, Placement Officer, School of Hotel & Tourism Management, The Hong Kong Polytechnic University (Hong Kong)

Research findings about hospitality students dissatisfaction with placement have been consistent over the years and across countries. This study undertook to find out what is important and valuable to students about their internship in hospitality industry so that academic institutes, placement organizations and students could better prepare themselves for internship in the future, and hopefully the knowledge would narrow the gap between student perception and satisfaction of internship. The key objective of this study is to find out in what way placement is important to students and the value of placement from student s perspective.

This study adopts Content Analysis as the research method and undertakes to analyze the placement reports submitted by 279 students at The Hong Kong Polytechnic University s School of Hotel & Tourism Management. Analysis of the student placement reports was based on simple counting of attributes and themes that emerged from what the students wrote about their placement experiences. Inferences were then made about the students, their messages, their colleagues, and their placement organizations based on the attributes and themes. Content Analysis of the 279 placement reports yielded nine main themes as follow in order of importance:

1.   Student intern s working relationship with colleagues
2.   Personal growth perceived by student interns
3.   Practical skills acquired by student interns
4.   Student intern s learning from colleagues
5.   Contribution perceived by student interns
6.   Relevance of internship to study and future career
7.   Student intern s experience with leadership
8.   Student intern s way of overcoming problems
9.   Difficulties encountered by student interns

It is found that student intern s working relationship with colleagues is the most important theme. If student interns like their colleagues and if the colleagues are willing to coach them, the relationship becomes a strong one. The second most important theme is personal growth perceived by student interns. Students recognize that they could grow by acquiring different generic skills during their internships. The third most important theme is the practical skills acquired by student interns. Students tend to value tangible practical skills, for example, in customer service and food & beverage service.

The findings of this study provide an understanding of how student interns in hospitality management view their placement experience and what kind of experience in the placement students consider important. The findings and messages are instrumental in

preparing students for their internship and re-orienting placement organization in how they should handle student internship.

Keywords: placement, placement report, internship, work-integrated education, content analysis

"Career Development Learning: Maximising the Contribution of Work-integrated Learning to the Student Experience"
40-minute Workshop
<u>Presenters:</u>
Joanne P. Tyler, Director, Employment & Career Development, Monash University (Australia)
Mr. Martin Smith, Head, Careers Central, University of Wollongong (Australia)
In June 2009 a major Australian scoping study, funded by the Australian Learning and Teaching Council, was completed. It examines how work integrated learning can support career development learning.

This workshop will explore how the project findings, including best practice from Australian and international contexts can be applied to global educational institutions and workplaces.

A closer examination of what career development learning is, and how, through work integrated learning, it strengthens student transitions, graduate outcomes and employee retention will take place within the session.

Workshop participants will engage in scenarios and their own work contexts as they explore application of the project outcomes and resources to their daily work roles.

A specific focus will explore the challenges of supporting and adding value for employers who host work integrated learning programs/students in a tough, outcomes-focused economic environment

Participants will identify strategies and specific tools to maximize the effectiveness of the placement on the career development of the individual student and their workplace hosts. These approaches will help to make the individual and public benefits of the career development /work integrated learning nexus explicit.

The session will also explore responses of Australian universities to the study, in an exploration of innovative approaches.

Martin Smith and Joanne Tyler lead two major Australian university careers services and are members of the project team.

Keywords: career development learning, work integrated learning

V

"A Second-Order Cybernetics Approach to the Relationship between the Intern and the Workplace in a Work Integrated Learning (WIL) Experience"
20-minute Refereed Paper
<u>Presenter:</u>
Philip van der Klashorst, Lecturer, Tshwane University of Technology (South Africa)
<u>Supporting Author:</u>
Engela van der Klashorst, Lecturer, Tshwane University of Technology (South Africa)

Work Integrated Learning (WIL) programmes involve partnerships between diverse groups of individuals. This paper provides an alternative perspective on the relationship between the intern and the workplace, framing it in a second-order *cybernetics* system. Being inherently transdisciplinary, cybernetic reasoning can be applied to understand and provide a different approach to successfully integrate the intern into a work place system. The paper provides an overview of the *cybernetics* approach, with reference to learning and experience and includes a discussion the cognitive open loop in Luhman's conceptual pairings. The paper concludes by suggesting that a second-order *cybernetics* system may be beneficial for the transfer of *tacit* knowledge in a workplace system, however research on the relationship between the intern and the workplace is needed to confirm a positive relation.

Keywords: Second-order cybernetics, cognition, Luhman, communication, social system

"Work-related Experience: A Solution to Unemployment in a Developing Country such as South Africa?"
20-minute Refereed Paper
<u>Presenter:</u>
Engela van der Klashorst, Lecturer, Tshwane University of Technology (South Africa)
<u>Supporting Author:</u>
David Kruger, Tshwane University of Technology (South Africa)
Our younger generation are known as the 'technology generation'. Adolescents often know more about computer programs than their parents. This paper proposes a model where elements of the *Work Integrated Learning* (WIL) concept are introduced at grade 10 secondary school level in South-Africa, even though the concept of *Work Integrated Learning*, or learning in the workplace, is to all intents and purposes associated with post-secondary education. In South-Africa, a country with widespread poverty, it is not a given that the learner graduating from secondary school will advance to a tertiary education institution, and work-related experience can should therefore not be postponed to a tertiary level of education. A work-related experience component integrated into the grade 10 curriculum can provide learners with an opportunity to acquire workplace skills so as to improve their employability after graduating. This paper will look at the possible benefits of incorporating a 'work-related experience' program into the secondary school curriculum; potential outcomes of such a program and an overview on the structure of a prospective 'work-related experience' program for secondary education students.

Keywords: secondary education, experience based learning

"Entrepreneurial Projects, the Answer to WIL Surviving Economic Difficulties?"
40-minute Panel Discussion
<u>Presenter:</u>
Annadine Vlok, Senior Lecturer, Cape Peninsula University of Technology (South Africa)
The global economic difficulties have placed considerable strain on the placement of students in industries. As businesses scale down or even closing doors the placement opportunities for students has been found to be under tremendous strain. At the WACE

symposium in Madrid 2008 the responsibility of developing the student as entrepreneur has been highlighted. During this round table session I will attempt to continue a discussion of the numerous possibilities of developing and engaging students in entrepreneurial activities. Alongside the case studies of existing projects from the fashion students at the Cape Peninsula University of Technology, I will present other projects I have discovered through my journey of investigation.

The aim of this round table session is to gain insight from practitioners all over the world and from different industries on their interpretation and observations on this topic. This panel session also invites colleagues to join the session in presenting possible success stories of their own. I would also like to encourage a lively debate on the possibilities of implementing the use of entrepreneurial projects as a surviving tool for WIL during the limitations of the global economy.

Keywords: entrepreneurship, South African higher education, fashion and clothing, student development

"Keeping WIL Alive in South African Higher Education"
20-minute Refereed Paper
Presenter:
Annadine Vlok, Senior Lecturer, Cape Peninsula University of Technology (South Africa)
As the mergers of the Higher Education Institutions in South Africa take shape, there is increase awareness from students, prospective students and industry alike of the need for work integrated learning. The intention of this paper is to make the reader aware of the important role of Work Integrated Learning as part of a curriculum and the paper also shows how the recent mergers within South African Higher Education made the marketing of Work Integrated Learning simple. In the first part of the paper I will focus on the resent mergers within the South Africa Higher Educational Institutions and the impact on the Work Integrated Learning programmes with specific reference to Fashion and Clothing. With the elimination of the Technikon structure and the implementation of three types of University structures throughout South Africa, an uneasiness of loosing the practical education component within the higher education surfaced amongst the general public and the ind ustry.

In the second part of the paper I will explain how this uneasiness is represent in two ways. Firstly, the ever increasing enquiries from prospective students on the University approach to Work Integrated Learning and secondly the
approach to Work Integrated Learning by the various industry role players.   In
the paper I will briefly explain the past and the present approaches to qualifications within the Higher Educational Institutions of the country. I will discuss the role Work Integrated Learning played as a curriculum component. To illustrate this I will draw a comparison between the Fashion and Clothing course at the Cape Peninsula University of Technology in Cape Town South Africa. Further more, I will illustrate the success rate of Work Integrated Learning as part of the Technikon structure and then by explaining the new University structure, I will highlight the concerns of industry and prospective students alike. The paper will reflect on feedback from various ind ustry role players and their stand on Work Integrated Learning. The paper will conclude with a new plan for

the Fashion Department of Cape Peninsula University of Technology grounded in the proven successes of the past.

Keywords: marketing of WIL, curriculum development, industry and WIL, South African higher education, fashion and clothing

"Making Work Real – Involving Patients, Service Users and Careers in Health and Social Care Education"
20-minute Reviewed Paper
<u>**Presenter:**</u>
Lisa J. Ward, Service User and Carer Involvement, University of Huddersfield (U.K.)
<u>**Supporting Author:**</u>
Christine Rhodes, Divisional Head of Learning Disability & Child Nursing and Academic Lead for Service User & Carer Involvement, University of Huddersfield (U.K.)
Themes:
Key theme: (a) Educational Benefits of Work Integrated Learning (WIL) Secondary theme: (e) The role of WIL as a curricular component

The professional work placement is an integral and statutory part of most health and social care courses. Its benefits for preparing students for the workplace are well documented. However to become an excellent health and social care professional requires more than an understanding of the world of work, it also involves an appreciation of the people who use the services provided - the service users (sometimes called patients) and the carers (SU&C) who help and support them.

At the University of Huddersfield, the School of Human and Health Sciences has many years experience of delivering health and social care education informed by SU&C experience. This paper will explain about the types of SU&C involvement, and demonstrate the benefit to our students of this important part of their preparation for work.

SU&C are involved in a number of ways across the school. An initial starting point is direct teaching in a variety of formats: from SU&C giving a monologue about their experiences, to interviews with an academic or discussion forums. Feedback from students is impressive; often comments focus upon the authenticity of the story, the chance to learn about real lives, and the opportunity to ask questions. This questioning is a vital part of preparation for the workplace. Questions which may not be appropriate in a clinical setting or requiring hindsight can be asked in a safe environment. This deeper understanding of the patients perspective aids both practical and academic learning. SU&C are also an integral part of many student interview panels, giving valuable opinions about the best people for this role. Other areas of involvement include curriculum development with SU&C involved in developing a new nursing curriculum. SU&C participation is common in academic and professio nal body validation, branching out into involvement in assessment, and representation on University Teaching and Learning committees.

As well as improved contact with SU&C our students are encouraged to participate in inter-disciplinary learning often via organised events around such topics as Mental

Health and Mothers in Prison . This enables them to take a broader understanding of the work of their peers into the workplace and equips them with the skills and adaptability to perform effectively alongside professional colleagues.

Our eventual aim is to ensure that future health and social care professionals view the service user experience as paramount to their professional practice, thereby developing a practionner who is able to support individuals with a holistic, personalised approach.

Keywords: involvement, teaching, learning, service users, patients, health, preparation, curriculum, assessment, validation

"Learning Communities, Internships and Capstone Projects"
20-minute Refereed Paper
Presenter:
Francine White, Professor & Chairperson of Cooperative Education, LaGuardia Community College (U.S.)

Learning communities and capstone experiences are excellent pedagogies to enhance student learning. Learning Communities are known to promote student success through the development of communities of learners as students work together to master the content of thematically linked courses. In addition to enhancing student learning, capstone projects are excellent vehicles for students to demonstrate proficiency in general education competencies and professional literacy skills as well as reflect on college years and prepare for transition. Capstone experiences also provide an authentic opportunity for summative and formative assessment of academic programs and for assessment of the capstone model itself. Although learning communities and capstone experiences are difficult at the community college level because of time and credit constraints, they are worth experimenting with for the many benefits they offer. LaGuardia Community College has a long history and national reputation for offering both to its students. Unfortunately, traditionally internships have not been a part of these models. This article will share the design of a new learning community that includes both an internship experience and a capstone project. **Keywords: capstone, research, assessment, community, internship**

"A Delicate Smorgasbord of WILs – A Successful Swedish Case"
20-minute Reviewed Paper
Presenter:
Per-Arne G. Wikstrom, Associate Professor, University of Gavle (Sweden)

University of Gavle (HiG) is a medium sized Swedish university with 12500 students. This paper presents how work integrated learning (WIL) is integrated in a model that HiG has developed for strengthening the links between our university and organizations in the region of Gavleborg. One aim with the model is to have all education at the university linked to specific WIL-methods. HiG has chosen a smorgasbord of WIL solution in order to fit industry needs and the character of the education and subjects taught. This paper describes the methods that have been developed within HiG and also how WIL is being linked to innovation- and research processes within HiG. The general model that includes the WIL methods has already gained interest among other universities in Sweden.

Keywords: flexibility, smorgasbord, experimenting involvement solutions

"Conceptualising Professional Capability"
20-minute Refereed Paper
<u>**Presenter:**</u>
Jenny Willis, SCEPTrE Fellow, University of Surrey (U.K.)
The paper reports on the findings of research into the intended and actual (as perceived by students) outcomes of professional placement (WIL). At the University of Surrey, students in all subjects have the opportunity to undertake a 1-year period of paid professional placement, usually between the second and final year of a degree programme.   As a result of this experience, the University leads the field in graduate employment. The research sought to identify how professional capability is developed, in order to enhance the curriculum for all students.
A map of the learning objectives, and of the nature and weighting of assessment applied during this placement year was produced for all Faculties. Qualitative data from 455 student questionnaires and 28 extended student narratives were then compared with the intended learning objectives so as to identify how professional capability is actually developed through an extended period of work experience integrated in degree programmes. Emergent themes were found to correspond with Eraut s (2005) notion of learning trajectories and Barnett s (2003) model of higher education for a supercomplex world. A conceptualisation of the elements which combine variously to represent what we mean by professional capability was derived from the data. Using colour coded strands which plait together into an ever-changing rope, we are able to see a snapshot of an individual s professional development at any stage of learning or practice. This enables learners and teachers to visualise what has been learnt and to identify where further opportunities for development are needed. A tool has been developed and is being trialled, which supports learners in reflecting critically upon their experiences in the workplace.   This paper will offer the tool to the wider community.
References
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Eraut, M. et al. (2005) End of Award Report to ESRC/TLRP, Early Career Learning at Work: Project LiNEA
Keywords: Assessment, learning outcomes, professional development, critical reflection

"Developing Graduate Capabilities in the Business Curriculum: Perspectives from International Students Studying in Australia"
20-minute Refereed Paper
<u>**Presenter:**</u>
Carolyn J. Woodley, Senior Lecturer, Victoria University (Australia)
Since 2008, students in undergraduate business degrees at Victorian University (VU) in Melbourne, Australia, complete three mandatory units designed to maximize employability skills. The first of these units, Professional Development 1: Critical Thinking and Problem Solving (PD1) presents a challenge for international students new to Australia, many of whom are unaccustomed to communicative pedagogies and who, initially at least, seem disadvantaged by the English proficiency required of a dynamic learning setting in an Australian classroom that includes local students. This paper

considers PD1 from the perspective of Chinese students and examines the employability skills explicitly taught and assessed in the unit - especially the focus on communication, critical thinking and problem solving - and questions their relevance for Chinese students and the Chinese labour market. The paper uses international students' reflective journals, Blackboard Discussion postings and focus group responses to provide a sense of what this cohort finds worthwhile, challenging or useful in PD1 to their future studies or employment. The paper also considers student responses to the teaching approach of PD1. The unit is taught in 3-hour seminars of 40 students in purpose-built learning spaces with a range of technologies to support collaboration, communication and ICT competencies. Many learning activities and assessment tasks are team based and require both a mix of local and international students in each team and a "native speaker" proficiency in English. The PD classroom is an active learning space that requires a paradigm shift in students' learning approaches. Most of VU's international students come from China and it is the responses of Chinese students that inform this survey. Given that China is examining how to better prepare graduates for the labour market, this study contributes to a larger discussion about global employability and education and teaching approaches.

Keywords: employability, business curriculum, international students, pedagogy

"Engaging Industry in Assessment"
20-minute Refereed Paper
Presenters:
Carolyn J. Woodley, Senior Lecturer, Victoria University (Australia)
Ms. Susan Johnston, Victoria University (Australia)
Amid calls from governments, business, alumni and students themselves about the need to develop knowledge, skills and attributes for the 'real' world during undergraduate study, the Faculty of Business and Law at Victoria University (VU) in Melbourne, Australia, has introduced three new subjects into all Business degrees. Graduate capabilities, also known as generic skills, employability skills and professional literacies, feature in all undergraduate programs in Australian universities and the drivers for their current prominence in higher education curriculum come from many quarters. Certainly, universities are increasingly mindful that graduates' transition into the professions or the workplace more broadly should be supported by a range of preparatory initiatives in the curriculum. This paper considers one aspect of a curriculum initiative that emerged in response to a Victorian University survey of business practitioners, academic staff in the Business faculty and VU Business alumni; namely, how to engage industry in the development, delivery and evaluation of business curriculum. The Business Review (2006) recommended the development of specific, mandatory units in the Business degree that would maximize students' employability skills. These units, Professional Development 1: Critical Thinking and Problem Solving (PD1), Professional Development 2: Analysis and Strategy (PD2) and Professional Development 3: Challenge and Leadership (PD3) are taught sequentially in the undergraduate degree and began delivery in 2008. This paper focuses on the third of these units, PD3, and explains how this unit involves industry in both the development of its "business challenge" assessment task and in the evaluation of

student presentations at its Trade Fair day. The paper considers how this unit broadens students' cultural capital through networking opportunities with representatives from industry and how students benefit from individualized feedback on their assessment from the world of business – including from recruitment experts. Professional Development 3 has provided an exciting learning environment for students to demonstrate the skills and knowledge they have developed throughout their degree. The unit has simultaneously provided professional development opportunities for academic staff and industry experts. Many Australian universities are investigating how to nurture collaboration between universities and 'the workplace'. This paper will conclude with some preliminary findings of what the students think of the approach adopted in PD3 as well as initial impressions of our industry representatives after 18 months of engagement.

Keywords: industry, engagement, graduate capabilities, assessment, feedback, mentor

"One Minute WIE (Work Integrated Education): Lessons From the Field"
20-minute Reviewed Paper
Presenter:
Dr. Robert P. Wright, Associate Professor, Faculty of Business, The Hong Kong Polytechnic University (Hong Kong)
Supporting Authors:
Ms. Amy Lee, Year 2 Student, The Hong Kong Polytechnic University, Department of Management and Marketing (Hong Kong)
Ms. Laura Law, Year 3 Student, The Hong Kong Polytechnic University, Department of Management and Marketing (Hong Kong)
In 2005, the Hong Kong Polytechnic University introduced compulsory internship experience in an organizational context to all of its undergraduate students. All students much acquire a minimum of 300 hours of workplace experience that is supervised and assessed. In addition to employer evaluation of our students and students own appraisal of their performance, we captured their experience by way of One Minute video clips and share their insights on with other students presently undergoing their internship experiences. We pioneered this method of communication in the Business School after the first batch of students with WIE experience graduated in 2008. We now subsequently do a periodic collection of student workplace engagement experiences at the completion of their first 100 hours, 200 hours and with those that have fulfilled their complement of 300 hours. In capturing their experience we specifically focused their learning and sharing on two fundamental ques
 tions: If you had the chance to do your internship experience all over again, what is one thing you would do differently so that you could do a better job the second time around? Also, we asked students about the dos and don ts they would advise current students undergoing their Work Integrated Education experiences. Feedback from these short video clips has been meaningful and useful in providing important messages from those who have gone through workplace engagements. These video clips also provide very useful feedback in program directors and WIE co-coordinators on areas for further improvements in the planning, development and evaluation of WIE initiatives of the

business school. This submission will be a very practical session with demonstrations of these video clips and discussions about what insights we can gain from WIE experiences of student interns. We will also bring along two current student interns to answer questions on their real-time experience through their workplace engagement in a university setting working for the author of this submission.

Keywords: internship advice, student feedback, experience sharing, one minute video clips

"Students' Opinions on Self-Development after Participating in the SUT Cooperative Educational Working Program"
20-minute Reviewed Paper
Presenter:
Alongkot Yawai, The Center for Cooperative Education and Career Development, Suranaree University of Technology (Thailand)
Supporting Author:
Dr. Siwatt Thaiudom, Assistant Professor, Suranaree University of Technology (Thailand)

The Center for Cooperative Education and Career Development, Suranaree University of Technology, had conducted a survey on 1,156 students from four institutes; 1) Institute of Agricultural Technology, 2) Institute of Social Technology, 3) Institute of Engineering, and 4) Institute of Medicine for 3 semesters in an academic year 2008. These students have taken the cooperative educational working (CEW) program in 666 domestic and international workplaces. The survey was conducted through online on the internet. The aim of this survey was to determine students opinions on benefits of the CEW program. The information on their self-development was gathered cover 27 aspects in three main topics; 1) fundamental subjects, operation skill in workplaces, and knowledge application, 2) self-development, 3) approaching their career after the graduation. All students had evaluated themselves one week both before and after participating and completing the CEW program, respect ively. The results of the surveys before and after joining 16-weeks CEW program were compared to observe the different in their opinions and their self-development. The results showed that the top 5-ranked aspects which students gained the most benefit from the program were; 1) having the opportunity to gain additional knowledge and experience of the operation skill, 2) becoming more mature, 3) having a better self-evaluation, 4) raising self confidence, 5) improving their personality and behavior, and learning to adjust themselves to the social society. On the other hand, 5 aspects which students found they gain less benefit were; 1) having their integrity and ethical development, 2) improving their foreign languages and cultures, 3) having their self discipline, 4) adjusting themselves to a corporate culture, 5) going out for their career success, and having an opportunity to be offered a job before graduation. However, all students had their self-development after their pa rticipation in the CEW program as shown in an increased score of 27 evaluated-aspects.

Keywords: Cooperative Education, Self-Development, Students Opinions, Career Development, Employability