NZACE
Promoting Work-Integrated Learning

New Zealand Association for Cooperative Education

NZACE 2011 Conference Proceedings

Vine to Wine: Maturing Cooperative Education

18th – 19th of April, 2011, Napier, New Zealand

Editor
Karsten E. Zegwaard
(ISBN: 978-0-473-18722-4)

NZACE 2011
Conference Proceedings

Refereed Proceedings of the New Zealand Association for Cooperative Education Conference, held 18-19 of April, 2011, at Eastern Institute of Technology (EIT), Napier, Hawkes Bay, New Zealand.

Proceedings Editor

Karsten Zegwaard, *University of Waikato*

Conference Organiser

David Skelton, *Eastern Institute of Technology*

Editorial Board

Diana Ayling, *Unitec Institute of Technology*
Matthew Campbell, *Australian Catholic University*
Katharine Hoskyn, *AUT University*
Mark Lay, *University of Waikato*
Andrew Martin, *Massey University*
Susan McCurdy, *University of Waikato*
Levinia Paku, *University of Waikato*

Organising Committee

Diana Ayling, *Unitec Institute of Technology*
Matthew Campbell, *Australian Catholic University*
Katharine Hoskyn, *AUT University*
Mark Lay, *University of Waikato*
Andrew Martin, *Massey University*
Susan McCurdy, *University of Waikato*
Levinia Paku, *University of Waikato*
Shelley Wilson, *Waikato Institute of Technology*
Karsten Zegwaard, *University of Waikato*

The New Zealand Association for Cooperative Education gratefully thank our sponsors

EIT
EASTERN INSTITUTE OF TECHNOLOGY

AKO
AOTEAROA
NATIONAL CENTRE FOR
TERTIARY TEACHING
EXCELLENCE

Published by New Zealand Association for Cooperative Education

© 2011 New Zealand Association for Cooperative Education

ISBN 978-0-473-18722-4

CONTENTS

MATTHEW CAMPBELL, KARSTEN E. ZEGWAARD 1-5
Ethical considerations and values development in work-integrated learning programs

JESSICA JOHNSTON 7-10
Is resistance futile? Neoliberal agendas and the Bachelor of Arts Internships

AMY FORBES 11-14
Evidence of learning in reflective practice: A case study of computer-assisted analysis of students' reflective blogs

SHIU RAM 15-18
Co-op student – Centre of attention?

DIANA AYLING, DENISA HEBBLETHWAITE 19-23
Facebook: From offline to online communities of practice in practice based learning

DIANA AYLING, EDWARD FLAGG 25-27
Being where teachers are: An online community of practice for tertiary teachers

PATRICIA LUCAS, JENNY FLEMING 29-33
Critical reflection: Journals versus blogs.

NOEL YAHANPATH, EDGAR BURNS 35-37
Undergraduate students paid semester work and its impact on retention rate

KARSTEN E. ZEGWAARD, MATTHEW CAMPBELL 39-43
Development towards a professional values framework: Community and practitioners perspective

Ethical considerations and values development in work-integrated learning programs

MATTHEW CAMPBELL
School of Education (NSW), Faculty of Education, Australian Catholic University

KARSTEN E. ZEGWAARD
Cooperative Education Unit, Faculty of Science and Engineering, University of Waikato

INTRODUCTION

Students undertaking work-integrated learning programs are exposed to the ethical nature of their chosen profession and the practice setting within which their placement is occurring. These students, as well as developing the technical skills associated with their profession, also develop and acquire professional attributes, including understandings of proper and ethical conduct. It is within these experiences that students begin to shape and understand their identity as professionals. As professionals, it is imperative that these students are critical moral agents within the practice settings that they encounter. However, such attributes are not naturally imbued in students, instead there is a need for students to be educated around matters of ethics and agency (Bowie, 2005). It is the intent of this paper to begin to outline some of the ethical considerations around work-integrated learning and start to conceptualise how these can be realised within the curriculum.

BACKGROUND

Within the context of this paper the concept of work-integrated learning is being defined as those experiences undertaken by students as part of their course of study, which involve an experience undertaken within a practice setting; that is, there is a deliberate and intentional engagement in learning situated in the practice of the workplace (Cooper, Orrell, & Bowden, 2010). In some settings, this is referred to as cooperative education, professional experience, practicum, internships and sandwich courses. Such a definition somewhat excludes approaches to work-integrated learning that include simulations, case-based investigations and classroom-based project work, which are loosely connected to the process of professional learning. These experiences, whilst having educative value and contributing to the development of the individual professional, tend to lack the complexity of experience within practice settings, which often challenge and extend professional values. These approaches tend to be subsets of the preparation associated with a professional placement; therefore, the focus of this paper tends towards experience of practice in workplace settings.

Professional ethics is increasing in significance across the business world. Following the high profile collapse of companies such as Enron, HIH and Lehman Brothers there has been a trend towards a greater emphasis upon professional ethics. Such a trend is not just confined to the corporate business world but is also realised across a range of public and human service professions such as teaching, nursing, policing and social work. Within these professions, the trend is based upon a realisation of the accountability to the public that is inherent in these professions and the expectations placed upon them. Within the area of policing, in particular, the trend to greater emphasis on the importance of professional ethics emerged following significant investigations into police misconduct and corruption, such as the Wood Royal Commission in New South Wales (1997) and the Fitzgerald Inquiry in Queensland (1993). Within teaching the advent of professional regulation, the development of institutes of teachers has seen a promulgation of professional codes of conduct and ethics, such as that evident with the Victorian Institute of Teachers. Professional ethics, and statements of such, are also seen within these occupations as supporting a philosophical claim of recognition as a profession.

Corporate collapses of recent times, such as those identified above, and corrupt practices such as those exposed by inquiries into the Australian Wheat Board (AWB) (Cole, 2006) and Railcorp in New South Wales (Cripps, 2008), highlight that ethical practices are not always inherent in business. A pattern across all of these examples emerges around the inability for those within the organisation to effect

change, but also the compliance of those within the organisation in accepting 'this is the way things are done around here.' As Cripps (2008, p.5, Vol.8) acknowledged in his report on RailCorp, it is not a case of "a few bad apples … the very structure of the organisation and the way it operates allows and encourages corruption." The same was acknowledged by Cole's (2006) report into the AWB, Davies' (2005) report on practices in Queensland Health, and also both the Wood (1997) and Fitzgerald (1989) inquiries into policing. In each of these cases, though, not all members of the organisation were corrupt. The examples above suggest that the ability for a professional to regulate their own conduct and ensure that they act ethically is critical in realising an ethical organisation. It is important for a professional to respond to ethical issues and vocalise concern to effect change, whilst simultaneously regulating their own behaviour.

ISSUE

Students emerging into professional fields need to understand and navigate the increasingly important ethical aspects of being a professional. Many pages have been spent arguing about what constitutes a professional. It is argued here that professionals, by definition, are members of occupational groups with high levels of education and critical mind, serving the public good (Bowie, 2005). Inherent within the responsibility to serve the public good is an ethical component. Hence, it can be asserted that students emerging from a university degree program should be adequately prepared to respond to these demands of being a professional. Therefore, all university students and graduates are challenged to act with a sense of ethical and proper conduct, regardless of the place of ethics within the formal and informal codes of a profession. Furthermore, mere conformity to these codes is not an acceptable position for a true professional (Bowie, 2005). Therefore, students need to develop as critical moral agents in navigating these understandings.

As professionals, there exists an obligation to affect positive change and actively respond to misconduct. Adapting a model proposed by Bowles, Collongridge, Curry, and Valentive (2006), a professional in an organisation responds to observed misconduct and improper organisational culture in one of four ways. These form from a combination of voice and presence. The following diagram indicates the four quadrants that are created when considerations of a worker's voice and tendency to leave an organisation are considered in response to identified misconduct.

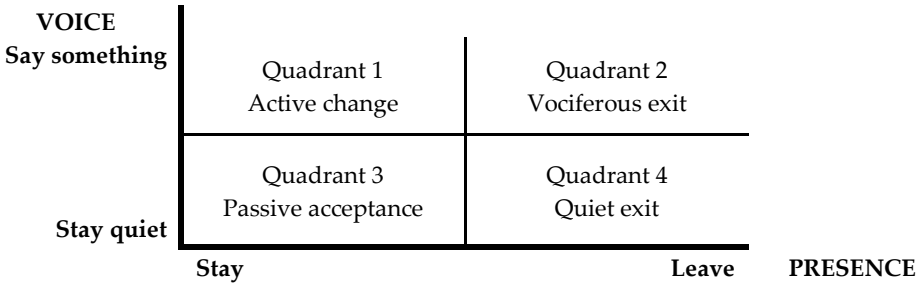

FIGURE 1:
Quadrants of response

Within Quadrant 3, it is suggested that, a worker who observes improper conduct and for a range of reasons, such as 'that is just the way it is done around here' or 'it is not affecting me', chooses to say nothing about the conduct but also fails to leave the organisation. This response can be seen within the reports of the Wood Royal Commission into the NSW Police Service (Wood, 1997) in which apparent misconduct was evident to a range of police working within New South Wales. However, a dominant culture of not speaking out actively encouraged otherwise good officers to say and report nothing (Chan, Devery, & Doran, 2003). Such a response, it can be argued, in its lack of response, condones the conduct that is occurring. To a lesser extent, those in Quadrant 4 allow the conduct to continue, but distance themselves from that which they do not agree with.

Those in Quadrant 4 respond, not by seeking change within the workplace, but seeking change in their circumstances. It can be argued that, if the conduct is socially unacceptable then if a critical number chose this path, for reasons of unacceptable work practices, an organisation may, through a process of critical reflection, begin to change. However, this conclusion relies upon an assumption that the organisation comes to a realisation of this with limited feedback from exiting staff. Furthermore, often a person is restricted in the flexibility they have in moving between employment and therefore often move from possibly Quadrant 4 to definitely Quadrant 3. Those within Quadrant 2 are vocal in their reasons for their exit. Often this voice is realised through actions associated with whistle-blowing, but can equally be understood as the evidence of bad blood. They are clearly active in their objection to the conduct, but once out of the profession or organisation their ability to affect change is limited. So, unlike Quadrant 4, the organisation is aware of the issues, but because of the separation of employment is generally able to ignore these concerns. Change generated through Quadrant 2 tends to be a result of legal proceedings or media publicity, as in the case of an employee leaving due to sexual harassment.

It is argued that Quadrant 1 is the ideal location for a true professional in responding to misconduct. Within this quadrant, the professional realises the issue is evident and not right, they are also active in making change to the organisation and have accepted a level of responsibility for this change. An example of this is evident in the report into the conduct of Dr Patel (also known as 'Dr Death') within the Queensland Health System (Davies, 2005). Within this it was reported that a nursing staff member, who still remains employed in the same hospital, realised the questionable conduct of Dr Patel and became active in seeking change and having the system make a response to this issue. However, what also became apparent, and the inherent difficulty of the position captured in Quadrant 1, was that although the nurse acted professionally and was willing to act for change, the system, and positional power of Dr Patel, was not responsive to her concerns and the misconduct was allowed to continue. Likewise, there is a need to acknowledge that within work-integrated learning experiences, in contrast to working as an employed professional, there exist variations in positions of power which can be problematic and need consideration when encouraging students to actively critique the conduct of those around them. Students, as emerging professionals, must be agentic in their learning, and discerning in placing value on certain practices within the workplace. However, such does not occur as natural phenomena, but is something that needs to be encouraged through education.

DISCUSSION

The model above suggests that the professional is challenged in how they respond to ethical issues in the workplace. A student on placement is no different and needs to be equipped with the capacity to navigate and negotiate the ethical complexities of the workplace. Critical to responding as a professional to these issues is the ability to be critical and responsive, embracing the possibility of change. Sweeney and Twomey (1997) suggest that employers are looking to recruit students who are more capable than making a simple response to change, but are adaptable and transformative. Furthermore, they argue that universities have a responsibility to develop students with these capacities. As university graduates, students need to be more than mere acquirers of existing practices. Instead, they should develop as critical agents of their learning and become active in shaping their practice and practice settings (Billett, 2008). The emerging professional is not devoid of pre-existing histories and dispositions, and they interpret and understand the world of the workplace through a lens formed from these (Billett, 2006; Campbell, 2009). Therefore, the student engaged in work-integrated learning experiences, shapes and interprets their experience through a lens of prior experience. This lens includes already shaped value structures and moralities that are further developed and reinterpreted through their experience in the workplace.

Engaging in work-integrated learning involves complex learning by students who are simultaneously developing technical skills and knowledge as well as shaping their personal and professional identity, and subsequently their values (Campbell, Herrington, & Verenikina, 2009). Garavan and Murphy (2001) conclude that a student engaging in a work-integrated learning experience moves through three phases of socialisation into the workplace: the first phase being the process of 'getting in' (i.e., recruitment and job preparation); the second phase being 'breaking in' (i.e., orientation, establishing relationships, etc.); with final phase being 'settling in.' Within the third phase, Garavan and Murphy assert that the student undertakes personal change and 'personalisation and value acceptance' within

the workplace. It is within this third phase that they argue the prior learning and experiences of the student come to the fore in the interpretation and understanding of the practices in the workplace. Other research, such as Billett (2008), Billett and Pavlova (2005), and Campbell (2009), suggests that the agency of the individual exists much earlier than Garavan and Murphy suggest. Levels of commitment to the profession and responses to the social suggestions of the workplace are just two elements that are shaped by an individual's history and disposition. There exists a role for professional ethics education in developing the critical lens required by students, as emerging professionals, to interpret and place value upon the practices they encounter, making their agency explicit.

A claim, such as those made above, about the need to be vocal when faced with an ethical issue and for students to be critical agentic professionals, relies upon the capacity of those involved to realise and judge objectively that an ethical issue is present. For a student to be aware that there is an ethical issue evident in their experiences of a practice setting, they need to have a level of awareness and ability to identify these within their profession (Corbo Crehan & Campbell, 2007). The role of an ethics curriculum is to develop this level of awareness, but more so the critical capacity of students to interrogate their settings and experiences, identifying the issues that lie within and developing strategies and practices to respond to these (Bowden & Smythe, 2008). Furthermore, an ethics curriculum targeted to work-integrated learning programs must also equip students with an understanding of the expectations and obligations inherent in their profession (professional values) and the development of the ability to make ethical and moral decisions (Zegwaard, 2009). Therefore, it is claimed within this paper, building from the work of Bowden and Smythe (2008), that an effective ethics curriculum, which builds capacity for students to be critical moral agents within their profession, has the following elements:

1. Reflection on the relationship between personal and professional values and expectations;
2. Interrogation of practices and case studies to develop a greater sense of ethical conduct and both personal and professional value systems;
3. Development of decision-making capacities to manage ethical considerations within their practice;
4. Development of skills to negotiate and respond to ethical concerns and issues; and
5. Improved capacity for negotiating, and persuasive abilities to advocate an ethical position and advance change.

The suggestion above moves away from conceptualisations of work-integrated learning as being solely a process of socialisation into a dominant value structure. Instead, students are equipped with a critical sense of mind to better interpret and negotiate the workplace. An ethics education program should act as a support for the empowering of the emerging professional. As concluded by Zegwaard (2009):

> Ultimately, it is important for [work-integrated learning] to include values education in the delivery of the placement programs because having [work-integrated learning] graduates well-informed and rehearsed in making good ethical and morally sound decisions not only places these graduates in a position of high integrity, it would also make a positive contribution to the overall operation of their community of practice. (p. 48)

CONCLUSION

Students, through work-integrated learning experiences, interact with the practice settings of their chosen profession, often for the first time. As emerging professionals, they need to develop technical abilities as well as characteristics and identities as professionals. At the core of professional identity and practice, where a profession is defined as having a moral purpose to serve the public good, must be critical ethical decision-making and professional values. However, these attributes need to be developed and made explicit through a conscious educative process. There is a role for the university in developing these attributes and developing the ability for students to critically respond to the practices of the workplace rather than being enculturated and socialized into cultures, which may or may not be inherently ethical. This paper has broadly avoided labeling particular values that may be considered within such a curriculum as it is more the practice of ethics than particular values that can be taught. The preparation for work-integrated learning programs needs to include education and training around

professional ethics, of which a primary focus must be the development of critical mind. The discussion above suggests some broad approaches to this process. However, there is a need to further explore this discussion and examine in greater detail the underlying professional values which would underpin such a program; particularly within a generic framework dealing with multiple professions.

REFERENCES

Billett, S. (2006). Relational interdependence between social and individual agency in work and working life. *Mind, Culture and Activity, 13*(1), 53-69.

Billett, S. (2008). *Realising the educational worth of integrating work experiences in higher education* Paper presented at the *WACE/ACEN Asia Pacific Conference - Work Integrated Learning (WIL): Transforming Futures.* Sydney, Australia

Billett, S., & Pavlova, M. (2005). Learning through working life: Self and individuals' agentic action. *International Journal of Lifelong Education, 24*(3), 195-211.

Bowden, P., & Smythe, V. (2008). Theories on teaching and training in ethics. *Electronic Journal of Business Ethics and Organisation Studies, 13*(2), 19-26.

Bowie, N.E. (2005). The role of ethics in professional education. In R. Curren (Ed.), *A Companion to the Philosophy of Education*. Blackwell Reference Online: Blackwell Publishing.

Bowles, W., Collongridge, M., Curry, S., & Valentive, B. (2006). *Ethical practice in social work: An applied approach*. Sydney, Australia: Allen and Unwin. p.242

Campbell, M. (2009). Learning in early-career police: Coming into the workplace. *Asia-Pacific Journal of Cooperative Education, 10*(1), 19-28.

Campbell, M., Herrington, A., & Verenikina, I. (2009). Journeying from college to work: The changing identity of early-career police. *Journal of Co-operative Education & Internships, 43*(1), 55-64.

Chan, J., Devery, C., & Doran, S. (2003). *Fair cop - Learning the art of policing*. Toronto, Canada: University of Toronto Inc.

Cole, T. (2006). *Report of the inquiry into certain Australian companies in relation to the UN Oil-for-Food Programme*. Barton, ACT: Commonwealth of Australia.

Cooper, L., Orrell, J., & Bowden, M. (2010). *Work-integrated learning: A guide to effective practice*. New York, NY: Routledge.

Corbo Crehan, A., & Campbell, M. (2007). Turning mirrors into windows: Developing ethics subjects to foster responsible and professional police. Paper presented at the *Australian Association of Professional and Applied Ethics (AAPAE) Annual Conference.*

Cripps, J. (2008). *Investigation into bribery and fraud at RailCorp*. Sydney, Australia: Independent Commission Against Corruption (ICAC).

Davies, G. (2005). *Queensland public hospitals commission of inquiry*. Brisbane, Australia: Queensland Government.

Fitzgerald, G.E. (1989). *Commission of inquiry into possible illegal activities and associated police misconduct*. Government Printer, Brisbane, Australia

Garavan, T., & Murphy, C. (2001). The cooperative education process and organisational socialisation: A qualitative study of student perceptions of its effectiveness. *Education and Training, 43*(6), 281-302.

Sweeney, M., & Twomey, P. (1997). Preparing graduates for 2020: The role of cooperative education. Paper presented at the *10th World Conference on Cooperative Education.*

Wood, J. (1997). *Final report of the royal commission into the New South Wales Police Service*. Sydney, Australia: New South Wales Parliament.

Zegwaard, K.E. (2009). Should values education be part of the co-op curriculum? Paper presented at the *New Zealand Association for Cooperative Education Annual Conference.*

Is resistance futile? Neoliberal agendas and the Bachelor of Arts internships

JESSICA JOHNSTON
University of Canterbury

BACKGROUND & CONTEXT

This paper begins with a pointed question. Is work-integrated learning (WIL) a distortion of the traditional values of the academy? Universities around the world have sought to articulate the nature of the education they offer to their students through a description of the generic qualities and skills their graduates possess. But when the political relevance of education is dismissed in the language of measurement and quantification, when university education is idealized as producing graduates who are skilled and flexible workers for twenty-first century industries, when students themselves seek a university experience that is geared towards a smooth transition into professional practice, what happens to the role of the university to develop a capacity for the public good beyond market and employer considerations? The great moral purpose of education is reduced to serving the needs and demands of business.

To counter this 'creeping vocationalism' in higher education, much has been written about developing students' capacity for critical reflection (see, for example, Barnett, 1997, 2004; Carson & Fisher, 2006; Clegg, 2000; Danaher, 2007; Jansen et al., 2006; Madsen & Turnbull, 2006; Phillips & Bond, 2004; Yost et al., 2000). This is especially idealized in the Bachelor of Arts where vocationalism is less a focus, and transformative learning is often an explicit goal (Brookfield, 1994; Mezirow, 1990). The pioneering work of the South American activist and educator Paulo Freire (1973) entreats educators to strive for a just and democratic society. Education has the ability to emancipate its citizenry (Bronner & Kellner, 1989; Geuss, 1981; Habermas, 1972). The questioning of assumptions, particularly those that reflect relationships of power within social and political contexts, is the key difference between this type of critical reflection and other forms of self reflection. Beyond mere self-awareness, emancipatory education is committed to the larger goal of social justice.

In contrast to this interpretation of emancipatory education, neoliberalism currently influences educational agendas around the world. As a set of social and economic policies, it seeks to transfer part of the control of the economy from the state over to the private sector, ideally, to produce a more efficient government and improve the economic indicators of the nation. This privatization of formerly public institutions is grounded in the assumption that the private sector responds more effectively and fairly through market competition and incentives. Success in the marketplace is seen as a valid indicator of efficiency and innovation (Hendricks et al., 2009).

When neoliberalism and the market values orientation are applied to the university setting, educational ideals and graduate attributes are re-structured to become more responsive to the needs of employers, viewing students as human capital (Coffield, 2000), available to be developed. In this sense, education is not viewed as a means of individual and social emancipation or transformation, but as an investment, with students targeted and attracted by the promise of university qualifications impacting on both their labour market and consumer power potential. Discourses of choice, education, work and lifelong learning are connected to the market, their dominant meanings becoming an iteration of economic and market discourses.

AIMS & METHODOLOGY

This paper is a qualitative analysis of a pilot internship programme within a Bachelor of Arts (BA) degree. In pedagogy, structure, and orientation, the programme attempted to incorporate emancipatory education principles while working within the real world of a neoliberal environment. The analysis is based on pre- and post-internship interviews of five BA subject advisers, three women and two men; six site advisers from both community and for-profit organisations, four of whom were women; and post-

internship interviews with seven stage three women interns from various majors within the BA, ranging in ages from 20-28. The study was approved by the University's Human Ethics Committee.

Neoliberalism is expressed through multiple and interlinking couplings such as government policy and practice, labour market rhetoric of success and failure, education and training objectives, and media and managerialism agendas. These sets of relations and their material effects are articulated and reproduced at multiple sites and in multiple ways within our daily lives. Of the many interconnected reiterations expressed by the interviewees, this paper explores the set of fiscal relations surrounding choice.[1] Choice is not a value-neutral concept. Indeed, choice and the making of choices reveals and situates one's social location in terms of race, gender, class, disabilities, age, etc. For example, the multitude of choices available to, and made by, a white upperclass woman will be different to those choices available to, and made by, a lower-class black man. Choice in this sense could suggest the expression of autonomy or, alternatively, the multiple social-structural restrictions associated with a lack of choice. The aim of this study is to explore the tensions surrounding the participants' interpretations of choice, analysing the fiscal relations of power negotiated within an internship programme grounded in a tradition of emancipatory education.

RESULTS & DISCUSSION

In their post-interviews, all advisers were asked to comment upon a hypothetical conflict between a site adviser's and an academic adviser's selection of an intern. All but one agreed that the site adviser's opinion should dominate.[2] Many reasons could support one opinion over another, but for the site advisers, education, work and choice were linked with money.

> Site Adviser Bob: If the employer is paying the money for it, they should get someone they'd like. I would think that seems fair. And I mean with academics, you don't have a choice who comes in your class right? Or even with graduates, usually you assume someone who is qualified in your area, you should take them. So I think, yeah, I think academics probably wouldn't be used to having that choice anyways. So I think it would probably be the employer because they're used to having a choice of employees.

For site advisers, employers' choices should dominate, based on their contribution of money and their assumed wielding of power, interpreting academics as accommodating and compliant. For academic advisers, while they too agreed that the site adviser's opinion should determine the choice of the intern, they based their decision on expertise. They suggested that the important criteria should be based on the site advisers' relevant knowledge and experience in the field. Even though these academic advisers were expert theoreticians in the knowledge area of the internships and had first-hand knowledge of the applicants, they too deferred to the site adviser's choice.

In this sense, the power of the site adviser's choice dominated. Choice, coupled with money, power and expertise, ensured the intern selected would meet the needs of the employer over everything else: over academic insight into students, over priorities of learning, over the larger values of social equality or the collective good. These site adviser's choices, deferred to by the academics, worked to support the site, the wielders of money and power, as more influential.

This deferral directly connects with how the interns interpreted their educational choices and goals. Indeed, all interns articulated a deep investment in neoliberal and market-based ideologies, this in spite of various targeted readings, several lectures, multiple video clips, and online and in-class discussions that framed a challenge to neoliberal ideals. As an example, Peter Bansel's *Subjects of Choice and Life Long Learning* was assigned as it effectively critiques the oversimplification of the idea of choice as 'free choice.' Using accessible and relevant life-history interviews, Bansel illustrates a broader Foucauldian discursive analysis and challenges dominant culture interpretations that ignore the crucial role of the economic, the historical and the political influences on the concept of individual choice.

---

[1] For more information on critical and theoretical interpretations of choice, please see Bansel (2007), Rose (1999), and Self (1993).

[2] The one site adviser who did not agree was based in a community service organisation. She would not say whether one adviser should have more say, but instead insisted that discussion and arbitration should ensue if a mutually agreed decision could not be reached.

In one of their bi-monthly STARR reports (Situation, Task, Action, Results and Reflections), the interns were specifically asked to reflect on Bansel's article and his critique of the concept of choice. Significantly, all seven of these top students ignored Bansel's critique of the neoliberal choice discourse, and instead used his *description* of the dominant discourse surrounding choice, to situate themselves as freely making responsible, good choices.

> Intern Marie: For me, Bansel's 'Subject of Choice and Lifelong Learning' supports the experience I had at [my site] this week. In fact, I think his article is very supportive of what we are all doing by partaking in the internship program. He generally discusses the importance of individuals taking responsibility for the exercise of their freedom and the choices they make; being locuses [sic] of their own success or failure (p. 288). He states: "Education, training, and lifelong learning, as opportunities for self and professional development, become means for securing identity and investing in oneself and one's future." For all of us, I think stepping out of our comfort zones to better our education and increase our employment options is extremely valuable. I believe the experiences I will have at [my site] will increase my work ethic and efficiency for future jobs, and provide me with a number of situations that will boost my confidence in situations out of my comfort zone.

According to this intern, and similar to the other six, since she is making the right choices and is working hard constructing her biography correctly, she will "increase her employment options." Her education, and the internship specifically, allows her to craft a better self for "future jobs." She is appreciative of the internship as an uncritical basic-skills training, permitting her to demonstrate her choice to work hard and be efficient.

Totally ignored by all seven was Bansel's critical theoretical analysis of choice, understood as both discourse and practice, located within a network of multiple and relational discursive practices. Overlooked by all was the previous lecture on how the discourse of choice is embedded in multiple other discourses of gender, race, class and ability that together constitute a repertoire or network constraining free choice. Forgotten was the video on consumer choice that critiqued the inequity between consumers and their ability to vote through their market choices. All used Bansel to (re)produce a discourse of choice that valorized individualism and allowed them to earn a place within the world of work. Within this set of relations, aspects of social behaviour were (re)thought along economic lines, interpreted "as calculative actions undertaken through the universal human faculty of choice" (Rose, 1999, p. 141). Discourses of choice and freedom were, in this way, conflated as the interns crafted biographies to be exploited for their future employment options within a competitive market economy. Individualism and individual responsibilization veiled recognition of any other social-cultural relationships. Marie, like the other six, created a private individualised value instead of a recognition of a self within, and a critique of the larger social-cultural context surrounding discourses of choice.

As Foucault observed, heightened individualism, which marks neoliberal systems, is registered in terms of individual freedoms, of autonomy and choice. Within this discursive framing, the individualized subject of choice finds it difficult to imagine, and in this case actively ignores, those choices as being shaped by anything other than her/their own naturalized desire or her/their own rational calculations. To the extent that the individualized subject of choice understands itself as free, and the choices of others are seen as rationally and individually based, the visibility of the workings of power are significantly reduced and can be/were easily disregarded (Foucault, 1977, p. 193).

CONCLUSION & IMPLICATIONS

Within neoliberalism, education is valued most for its ability to turn ideas/objects into things for the market, including twenty-first century workers. University internships excel at producing these entrepreneurial subjects fitted for neoliberal workplaces. When neoliberal values confront the ideals and critiques inherent within critical pedagogy, the resolution favours economic imperatives and choices.

Is resistance futile? Academic advisers defer to employers. Interns ignore challenges to individualisation, reproducing dominant discourses. In describing the tensions between these contradictory perspectives, Isabelle Darmon and her colleagues state, "the nature and workability of these compromises very much depend on the relative strength of the institutional actors" (Darmon et

al., 2006). The compromises and interactions within the BA Internship all supported the interpretation of choice through neoliberal ideals. Alternative visions were muted, disregarded or ignored. The muting of alternative interpretations supports McLaren's (2005) prophetic statement: "Part of the problem faced by the educational left today is that even among progressive educators there exists an ominous resignation produced by the seeming inevitability of capital" (p. 28).

It seems that participation in and accreditation through the BA does not necessarily produce more critical, more democratic, or more emancipated individuals. It seems as likely to (re)produce individuals who have a sense of entitlement and legitimation reaffirming their participation in a world of privilege. Indeed, the language of the marketplace reproduced within this course, imagines not an intellectually informed and politically disquieted student ready to grapple with challenges to the status quo, but rather a student who sees knowledge and its value as a commodity to be acquired, to be horded and ultimately to be bartered in the market place of salaries and prestige. The Bachelor of Arts internships' contribution to resisting neoliberal discourses is muted.

REFERENCES

Bansel, P. (2007). Subjects of choice and lifelong learning. *International Journal of Qualitative Studies in Education, 20*(3), 283-300.

Barnett, R. (1997). *Higher education: A critical business*. Buckingham, UK: The Society for Research into Higher Education and Open University Press.

Barnett, R. (2004). Learning for an unknown future. *Higher Education Research & Development, 2(*3), 247-260.

Bronner, S.E., & Kellner, D.M. (1989). *Critical theory and society: A reader*. New York, NY: Routledge.

Brookfield, S. (1994). Tales from the dark side: A phenomenography of adult critical reflection. *International Journal of Lifelong Education, 13*(3), 203-216.

Carson, L., & Fisher, K. (2006). Raising the bar on criticality: Students' critical reflection in an internship program. *Journal of Management Education 30*(5), 700-723.

Clegg, S. (2000). Knowing through reflective practice in higher education. *Educational Action Research Intelligence, 8*(3), 451-469.

Coffield, F. (2000). Lifelong learning as a lever on structural change? Evaluation of white paper: Learning to succeed: a new framework for post-16 learning. *Journal of Education Policy 15*(2) 237-246.

Danaher, P. (2007). Interrogating learner-centredness as a vehicle for meaning emerging in practice and researching personal pedagogies: Transformative learning, self-efficacy and social presence at two Australian universities. *International Journal of Pedagogies and Learning, 3*(3), 4-14.

Darmon, I., Perez, C., & Wright, S. (2006). Mediating the transitions to work: The role of employment and career advisers in comparative perspective. *Université Paris1 Panthéon-Sorbonne (Post-Print and Working Papers).* http://ideas.repec.org/p/hal/cesptp/halshs-00462187_v1.html#download.

Foucault, M. (1977). *Discipline and punish*. London, UK: Tavistock Publications.

Freire, P. (1973). *The pedagogy of the oppressed*. London, UK: Penguin.

Geuss, R. (1981). *The idea of a critical theory: Habermas and the Frankfurt school*. New York, NY: Cambridge University Press.

Habermas, J. (1972). *Knowledge and human interests*. London, UK: Heinemann.

Hendricks, J., Powell, J., & Gauld, R. (2009). Health and health care in post-industrial society. In: *The welfare state in post-industrial society.* (pp. 125-140). New York, NY: Springer.

Jansen, T., Chioncel, N., & Dekkers, H. (2006). Social cohesion and integration: Learning active citizenship. *British Journal of Sociology of Education, 27(*2), 189-205.

Madsen, S., & Turnbull, O. (2006). Academic service learning experiences of compensation and benefit course students. *Journal of Management Education, 30*(5), 724.

McLaren, P. (2005). Fire and dust. *International Journal of Progressive Education 1*(3), 34-57.

Mezirow, J. (1990). *Fostering critical reflection in adulthood: A guide to transformative and emancipatory learning*. San Francisco, CA: Jossey-Bass.

Phillips, V., & Bond, C. (2004). Undergraduates' experiences of critical thinking. *Higher Education Research & Development, 23*(3), 277-294.

Rose, N. (1999). *Governing the soul: Shaping of the private self*. Cambridge, UK: Cambridge University Press.

Self, P. (1993). *Government by the market? The politics of public choice*. London, UK: Macmillan.

Yost, D., Sentner, S.M., & Forlenza-Bailey, A. (2000). An examination of the construct of critical reflection: Implications for teacher education programming in the twenty-first century. *Journal of Teacher Education, 51*(1), 39-49.

Evidence of learning in reflective practice: A case study of computer-assisted analysis of students' reflective blogs

AMY FORBES
James Cook University

INTRODUCTION

Reflection, as a method of learning from experience, is considered a key skill in the workplace as "only through contemplating what one is doing and why can one demonstrate that intelligent and competent practice ensues" (Thorpe, 2004). This practice allows learners to question assumptions, critically question practices, and change future practice. Reflective writing as the expression of reflective thinking provides some form of evidence that learning has occurred. But how can such evidence be identified and assessed? How is 'knowing' shown in the reflective writing? This paper briefly outlines a methodology borrowed from linguistics that enabled the identification of key words in journalism students' blogs that may be considered as evidence of learning.

BACKGROUND

In 2009, James Cook University overhauled its Journalism curriculum. As part of the innovative curriculum, reflective practice and blogging were instituted and made assessable activities in the internship subject.

Walker (1985) says that "creative interaction with one's own development helps to ensure that new knowledge is incorporated in, and integrated with existing knowledge." Reflective practice became a good starting point for the blog newbie. Not only does it provide that all important solution to the question of what to blog about; the very practice of reflecting on one's work and experiences encourages taking responsibility for one's writing. Ethical behaviour is observed and strengthened by the knowledge that what one writes as a journalist is 'out there in public' and has implications on people's lives.

While the use of blogs and the teaching of reflective practice appear to have both been successes, the question of assessing levels of reflection remains problematic. Formal assessment is desirable because it could show that reflective practitioners are being developed. In the medical profession where time is tight, this might serve as an incentive for sceptical or unmotivated students and teachers to engage in reflection (Pee, Woodman, Fry & Davenport, 2002). They need critical thinking skills, professional values, attitudes and beliefs much like any other profession including journalism.

There have been numerous studies that have focussed on assessing reflection (Bourner, 2003; Denton, 1991; Williams, et al., 2002, etc. as cited in Plack, Driscoll, McKenna & Plack, 2005) and also why it has been controversial. This research is an attempt to offer another means by which reflective practice may be assessed, or in a broad way, enable teachers to identify keywords that might signal that learning has taken place.

DISCUSSION

The following discussion stems from a case study of students undertaking the new Bachelor of Multimedia Journalism at James Cook University in 2010. Innovations in curricular content, as well as the delivery of subjects, were initiated. The study explores the use of Chafe's broad categories of *knowing* as evidenced in words used by a speaker, or in this case, a reflective blogger.

In 2010, all internship students were instructed in reflective practice as part of the subject. Breaking from the traditional end-of-semester reflective essay, they were taught to set up a blog site at the start of the semester and instructed to reflect on their experiences in the workplace as they were undertaking placement. The blog site URLs were published on the online learning system. Students could read and comment on one another's blogs. A paper on this exercise was presented at the 2010 ACEN conference in Perth (Forbes, 2010).

Boud, Keogh and Walker (1985), Schön (1987) and others suggest that engaging in reflective practice improves performance, improves professional judgement, and enhances development and the ability to plan for future situations. The list goes on. How valid are these claims? Are there key words that students use in their writing that could signal that such learning has taken place? What evidence of learning, borrowing from Chafe and Nichols (1986) discussion of evidentiality, can be seen in the students' writings?

Evidentiality

Evidentiality, as used in Linguistics, is a grammatical category connoted by linguistic elements referred to as evidentials (Aikhenwald, 2003). Every language has a means of reference to the source and mode of evidence whether this is based on sensory experience (e.g. I saw them working) or based on second-hand knowledge (e.g. It is said that a good journalist must be ethical). The notion of evidentiality is not alien to journalists as the central communication purpose of their work is precisely that: reporting information they know or believe to have happened or will happen. They indicate certainty by attributing the information to the source of evidence for their claim.

Evidence as a linguistic category does not provide proof of truthfulness. What it does is mark the information's source, whether it is through hearing, seeing or other means (Aikhenwald, 2004).

There is not a single definition of evidentiality and for purposes of this paper; Chafe's (1986) broad view is being adapted. Chafe (1986) provides a taxonomy in which the speaker's attitude towards his/her knowledge is made evident (Figure 1).

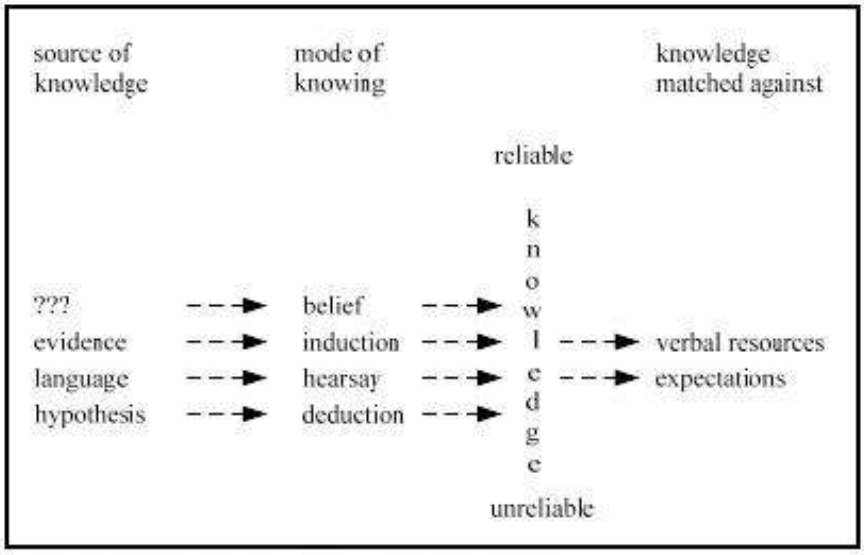

Figure 1. Chafe's taxonomy of evidentiality

Chafe's taxonomy system allows for belief as a method of knowing and can be signalled by phrases such as *I guess*, or *I think.* As a broad view of knowing, belief need not be accompanied by actual evidence.

Induction, on the other hand, requires some evidence from which the person may infer that something is as it is. Here, evidence may be direct (observable) or indirect. Here, the person may use phrases such as *I see/saw, I feel, felt, It sounds like*, etc.

Hearsay knowledge is similar to newspaper reporting. Here, the person bases his evidence on language as in *X told me, he/she said, it seems, apparently, it is said*, etc.

Finally, deduction uses adverbs as evidentials and of reliability. Here, expressions such as certainly, evidently, obviously, clearly, etc. mark "expectations of some kind against which knowledge may be matched" (Chafe, 1986).

From Chafe's taxonomy, a list of key words was drawn up. Additional words as may be applicable to the study were included adapted from other studies dealing with modality and discourse, e.g. Recsky (2006), and Aijmer and Simon-Vandenbergen (2007).

There were 20 blog sites set up by internship students over a period of one year. Ethics clearance was sought in the use of these blogs for this study.

The blog entries on each site that were the students' reflective writing was collected and turned into a plain text file for use with a concordancer. This became the *corpora* or the body of text that was analysed using the computer software.

Using a free concordancer software (AntConc for Mac) the students' blog entries were analysed using key words/phrases adapted from Chafe's categories of evidentiality. The software allowed for both pre- and post-word association with the keywords. This enabled the elimination of words that acted as both a noun and a verb.

Entering the *corpora* into the concordancer, the following results for evidentials were obtained.

In the evidential belief, *I think/thought* occurred 165 times. This was followed by *maybe* (26), *I guess* (18), *probably* (17), *I suppose* (12), *I am not sure/unsure* (7), *I could have* (4) and *my view/perspective* (1).

I think/thought are mental clauses of cognition which allow for the setting up of further sets of clauses that signify ideas created by cognition and which are essentially 'the content of thinking' (Halliday & Matthiessen, 2004 as cited in Recsky, 2006).

Under Induction, *I feel/felt* occurred 118 times, followed by *I see/saw* with 70. Others in this category included *I call/called* (55), *go/went* (29), *interview/interviewed* (27), *speak/spoke* (23), *I hear/heard* (11), and *It sounds like* (4). The items *go/went* and *interview/interviewed* were deliberately added as these practices that involve the use of the senses are core to the practice of the journalism profession.

The hearsay evidential had the least occurrence. There were 27 occurrences of *it seems/seem, he/she told me* had 16 and *apparently* occurred twice.

The last category, deduction, registered the most hits with the concordancer. There were 381 occurrences.

Because had the highest occurrence. It is a descriptive reflector and often serves to establish the context in which the learning took place. Closer study of its occurrence invariably shows a change of stance in the learner that may highlight insecurity or tentativeness, or a certainty of a proposition being expressed. It may also signal an alternative viewpoint in the experience reported.

CONCLUSION

This case study represents a small attempt at looking into an alternative way by which a teacher may efficiently and quickly go through the reflective writing of students using keywords associated with evidence of learning. It also represents an attempt at using an interdisciplinary methodology in assessing and enhancing reflective practice for both the student and the teacher.

On the whole, evidence of learning was reflected in the students' writing based on Chafe's evidentiality model. The use of the concordancer made it easy to identify specific instances of a representation of the student's experience in the workplace using the keywords. However, as is the case for any language, words by themselves are meaningful only in so much as the users of the language, whether it be the speaker, the writer or the reader, imbue the words with meaning.

The use of the concordance offers the advantage of analysing large amounts of text automatically that also allows for both quantitative as well as qualitative analysis of the data. Its use enables the teacher to summarise, as it were, a dominant mode by which the student may be expressing learning, that is, through belief, induction, hearsay or deduction. This tool may be used by the teacher to suggest new

topics or new areas of exploration in the student's reflective practice. It may provide the 'spark' (borrowing from Salmon, 2002) for guiding and encouraging more dialogic and critical reflection to take place.

Further study needs to be conducted on how best to evaluate the quality of students' reflections if they are to be made assessable activities in the subject.

REFERENCES

Aikhenwald, A. (2004). *Evidentiality*. New York, NY: Oxford University Press.

Aikhenwald, A.Y., & Dixon, R.M.W. (Eds)(2003). *Studies in evidentiality,* (pp.1-32). Amsterdam, The Netherlands: John Benjamin.

Aijmer, K., & Simon-Vandenbergen, A.M. (2007). *The semantic field of modal certainty: A corpus-based study of English adverbs.* Berlin, Germany: Mouton de Gruyter.

Boud, D., Keogh, R., & Walker, D. (1985). *Reflection, turning experience into learning*. London, UK: Kogan-Page.

Chafe, W L., & Nichols, J. (Eds) (1986). *Evidentiality: The linguistic coding of epistemology.* Advances in Discourse Processes 20. Norwood, NJ: Ablex. 9683101704.

Forbes, A. (2010). Reflecting, blogging and learning in journalism: Are journalists born or made? In Campbell, M. (Ed.) *Work Integrated Learning – Responding to Challenges: Proceedings of the 2010 ACEN National Conference,* (pp. 156-164). Perth, September 29 – October 1, 2010.

Halliday, M., & Matthiessen, C. (2004) *An introduction to functional grammar (3rd ed.)*, London, UK: Arnold.

Pee, B., Woodman, T., Fry, H., & Davenport, E. (2002). Appraising and assessing reflection in students' writing on a structured worksheet. *Medical Education*, *36*(6), 575–585.

Plack, M.M., Driscoll, M., Blissett, S., McKenna, R., & Plack, T.P. (2005). A method for assessing reflective journal writing, *Journal of Allied Health*, *34*(4), 199-208.

Recsky, L. (2006). Epistemic modality and spoken discourse: An English-Portuguese cross-linguistic investigation. *Linguagem & Ensino*, *9*(1), 159-185.

Salmon, G. (2002). *E-tivities: The key to active online learning*, London, UK: Kogan Page.

Schön, D. (1983). *The reflective practitioner*. New York, NY: Basic Books.

Schön D (1987) *Educating the reflective practitioner*. San Francisco, CA. Jossey-Bass.

Walker, D. (1985). Writing and Reflection. In D. Boud, R. Keogh & D. Walker, (Eds), *Reflection: Turning experience into learning*. UK: Kogan Page.

Co-op student – Centre of attention?

SHIU RAM
Department of Computing and Information Technology, Unitec New Zealand

INTRODUCTION

According to (Wessels, n.d.), cooperative education can be traced as far back as the Roman Empire and thereafter it kept on developing spontaneously. However, the concept of cooperative education began in the United Kingdom in the late 1800s and in the United States in 1906. It is currently practised in more than 60 countries in the world and many associations for cooperative education have been formed, e.g. World Association for Cooperative Education (WACE) and New Zealand Association for Cooperative Education (NZACE). A literature review on cooperative education reveals its evolution and its becoming integral part of curricula in secondary and tertiary institutions.

What is the current status of cooperative education? What is the future of cooperative education? Which factors should be considered for maturing cooperative education? Obviously, the three major stakeholders of cooperative education (the industry, the provider of tertiary education and training, and the student) will be involved. The next question would be What should these stakeholders do for maturing cooperative education?

BACKGROUND

Cooperative education has been evolving and will continue to do so. Not only do the major stakeholders recognize its value, but also a growing volume of research is being carried out to improve its quality and to increase awareness of it amongst all the parties that can benefit from it. A study conducted by Beard, Coll, and Harris, (2001) highlights many issues that relate to international students that should be given the attention that they deserve. Accordingly, the student should be the centre of attention for maturing cooperative education. Who is the student? Where does he or she come from? Where does he or she want to go? How will he or she get there? How much does the student know about cooperative education? These are some pertinent questions that an educationist should ask in order to strive to meet the needs and expectations of the student.

ISSUE

How can the needs and expectations of diverse student populations in today's tertiary institutions be met effectively? What is the role of cooperative education in academia?

DISCUSSION

Today, the student populations in tertiary institutions is diverse. Students come from various parts of the world and bring with them their language, culture, and individual differences. Individual differences are both hereditary and fostered by their upbringing in various diverse environments. It is quite challenging for their needs and expectations to be met on individual basis. Moreover, advantages of cooperative education are well known (Haddara & Skanes, 2007; Schambach, 2007). However, many students have not had any work experience and are not aware of the benefits of cooperative education. When considering the maturing of cooperative education, it makes sense to make the student the centre of attention. While all three stakeholders (the industry, the provider of tertiary education and training, and the student) mutually benefit from cooperative education, it is the well trained and qualified students who will determine the success and survival of each of them because this will depend on how well the new graduates perform in their roles when they take up employment in academia and in the industry.

STUDENTS' EXPECTATIONS

It may be fair to say that students entering tertiary institutions have high hopes and aspirations. This is evidenced by their participation in the orientation programme before the beginning of classes and their

attendance in the first week. There is almost hundred percent attendance in the first face-to-face class contact. In this first session, students are found to be curious, excited and eager to learn. They have enrolled in various programmes of study and expect excellent teaching, fair assessment of the learning outcomes of courses, timely feedback, and help and guidance when necessary. In their study, Beggs, Ross, and Goodwin (2008) have concluded that "By understanding students' expectations, practitioners can be better prepared to provide them with experiences that will enhance their education and meet the needs of students, agencies, and academic programmes" (p. 37).

WHAT DOES THE STUDENT WANT TO DO?

While some students may be quite clear in their minds as to what their career goals are, others may be hazy, confused and uncertain about these. Obviously, the latter category of students will need advice and counselling. Educators will do well to identify such students early in the semester and provide them with the necessary help and guidance.

WHAT ARE THE STUDENTS' ATTITUDE TO LEARNING?

As far as attitude to learning is concerned, at least three types of students can be identified: the independent learner, the team player and the one expecting spoon-feeding. When providing help and guidance, the educator should exercise judicious caution and not begin spoon-feeding the students. This will be highly detrimental to their learning and performance in their career. It should always be borne in mind that the students should take responsibility for their learning. The teacher should be the guide on the side and not the 'sage on the stage'. Knowlton (2011) believes that "by taking a step back and allowing students to take more responsibility for their learning, teachers may also find a shorter route to improved outcomes" (p. 1).

STUDENTS' ABILITY TO SURVIVE IN NEW ENVIRONMENTS

Students entering tertiary institutions are either local or international. For both it is a change of learning environment, especially for the school leavers. This change may be felt more intensely by the international students than the local ones because, for them, it is not only the change in learning environment, but also a change from one country to another. The international student experiences different weather conditions, living styles and culture shock and maybe food as well. Students coming out of close-knit small communities may fall victim to the freedom and distractions in another country. Such harsh experiences can cause loneliness, homesickness and vulnerability to illnesses. It becomes difficult for a student in such a predicament to concentrate on his or her studies, let alone make a success of them.

RELIGIOUS AND CULTURAL CONSIDERATIONS

Students' ethical behaviour is as diverse as their countries of origin, their culture and the religion they follow. What may be right in one culture may be quite wrong in another. For example, in New Zealand, the individual's right to privacy is not only respected, but it is also protected by the law (Privacy Act, 1993). However, privacy may be unknown to the student who has been born and brought up in a small community where everyone knows almost everything about their fellow citizens. This student may cause embarrassment by asking personal questions in public.

Some students may be shy about asking questions and thereby build up their stress levels by not getting their difficulties sorted out in good time. On the other hand, some students have communication difficulties arising out of lack of fluency in the medium of instruction. There can be students who are shy as well as having communication difficulties. Some students may be apprehensive of getting criticized on their contribution to a discussion. These are some of the inhibiting factors that affect the learning of the diverse groups of students.

MEDIUM OF INSTRUCTION

It is likely that some students are not well versed in the medium of instruction. In spite of remedial language classes and foundation courses, these students are at a disadvantage compared to those whose mother tongue is the medium of instruction.

SUBJECT BACKGROUND

Educationists are aware that some students need more assistance with their learning than the others. Compared to the students who are born and brought up in cities of industrialized countries, those who come from remote villages from far-off lands have little knowledge of what happens in the industry, let alone understanding the processes that need to be completed for successful outcomes. For example, some students may never have seen an invoice, an order form or a receipt. To assume that they have would place these students at a disadvantage. Pastoral care and individualized attention given to such students will go a long way in helping them to achieve the learning outcomes of their courses and aims of their programmes of studies at the required standards. However, students' abilities should not be underestimated. As Golding, McNamarah, White, and Graham (2008) found out, "some staff members as well as managers underestimated their abilities and had to apologize when they realized the level of maturity and experience as it relates to the job" (p. F3A3).

STUDENTS' WORK EXPERIENCE

Employers prefer to employ graduates who have work experience so that minimal time and money are spent on training the new graduate. However, the irony of this situation is that the student cannot have any work experience if he or she does not get employed in the first instance. Is this a catch-22 situation? IBL can come to the rescue! When IBL is a compulsory course, then the new graduate will have at least one semester of work experience at the successful completion of the requirements of a programme of study. From their research Brown and Ayres (2006) have proposed an authentic independent motivational (AIM) teaching model which "includes an authentic workplace experience for the students, which is gained through a compulsory cooperative education component of the course" (p. 21). According to Roblyer and Edwards (2000), there is a "need to centre student instruction around relevant, meaningful activities" (p. 60). The employer may find it difficult to deny employment to a graduate who has successfully completed IBL. However, for those students who have never worked in the industry, additional guidance and advice through academic staff and IBL course coordinator are called for. Groenewald (2003) found that "appropriate levels of supervision and/or mentoring of experiential learners is key to the success of cooperative education" (p. 103).

Some of the needs of these students include becoming comfortable in their new learning environments, not falling victim to distractions, assistance with the medium of instruction, and familiarization with the procedures and forms that are used in the industry. Religious and cultural values of individual students can become inhibiting factors in facilitating the students' learning, e.g. hesitating to ask questions or seek help and advice.

CONCLUSIONS

From the discussion above, it can be concluded that both the industry and the provider of education and training should strive to meet needs and expectations of the diverse populations of students in tertiary institutions and provide them with opportunities for IBL. When these needs and expectations are satisfied, well qualified graduates will walk out of tertiary institutions and walk into the industry for continued progress and prosperity for all.

FURTHER RESEARCH

This paper has attempted to raise some pertinent questions regarding the importance of cooperative education in academia and the needs of diverse student populations currently in tertiary educational institutions. More extensive and thorough research is required in order to answer these questions satisfactorily.

REFERENCES

Beard, S., Coll, R.K., & Harris, J. (2001). Student and employer reflections of an international science and technology work placement. *Asia-Pacific Journal of Cooperative Education, 2*(1), 6-10.

Beggs, B., Ross, C.M., & Goodwin, B. (2008). A comparison of student and practitioner perspectives of the travel and tourism internship. *Journal of Hospitality, Leisure, Sport and Tourism Education, 7*(1), 31-39.

Brown, T.P., & Ayres, R. (2006). Migrant students' and employers' perspectives on cooperative education in New Zealand: Implications for English language teaching. *Asia-Pacific Journal of Cooperative Education, 7*(2), 16-23.

Golding, P., McNamarah, S., White, H., & Graham, S. (2008). Cooperative education: An exploratory study of its impact on computing students and participating employers, *38th ASEE/IEEE Frontiers in Education Conference* (pp. F3A1 -F3A6). Saratoga Springs, NY: IEEE.

Groenewald, T. (2003). The contribution of cooperative education in growing talent. Unpublished Dissertation, Rand Afrikaans University.

Haddara, M., & Skanes, H. (2007). A reflection on cooperative education: From experience to experiential learning. *Asia-Pacific Journal of Cooperative Education, 8*(1), 67-68.

Knowlton, N. (2011). Guide on the side. Retrieved February 23, 2011 from http://downloads01.smarttech.com/media/education/pdf/articles2006/na/2006%20-%20guide%20on%20the%20side%20usnp.pdf

Roblyer, M.D., & Edwards, J. (2000). *Integrating educational technology into teaching* (2nd ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.

Schambach, T.P. (2007). *Student internships: An employer perspective.* Paper presented at the *AIS SIG-ED IAIM 2007 Conference.*

Wessels, M.L. (n.d.). *Reconceptualisation of cooperative education in the Tshwane University of Technology, in South Africa* (pp. 1-20). South Africa: Directorate of Cooperative Education.

Facebook: From offline to online communities of practice in practice-based learning

DIANA AYLING, DENISA HEBBLETHWAITE
Te Puna Ako and Department of Management and Marketing, Unitec Institute of Technology.

BACKGROUND

Practice-based learning course managers can no longer ignore Web 2.0. The flexibility of social media creates a unique opportunity for course managers to establish effective communities of practice to support the student learning experiences. The most popular social network application is Facebook (Hew, 2010). This paper explores the literature of the use of Facebook in education with a special interest in how Facebook could be used to support both academic and administrative functions in practice-based learning courses. Recent literature is examined to reveal the connection between social networking and practice-based learning. The paper identifies the advantages and disadvantages of using Facebook in a practice-based learning course in Unitec's Bachelor of Business degree, and key issues for further study.

The Bachelor of Business has offered a practice-based learning course, Industry Based Learning (IBL), since the early 1990s. The course brings to life Unitec's focus on real world learning, and embodies the Unitec's Living Curriculum approach to course design. There are four key themes emerging from the Living Curriculum, (autonomy, discipline, enquiry and conversation), and these are evident in the Industry Based Learning course.

Autonomy: Individuals take increasing charge of their own learning. They are encouraged to learn, plan, manage and reflect on their own learning processes and products of learning. Practise-based learning emphasises student autonomy and independence in the workplace.

Discipline: A discipline is defined as a community of practice of a body of knowledge and theory, based on particular ways of knowing, and practising. Members of the discipline identify with this community of practice and induct new members (learners) into it. Practice-based learning places students into a discipline-based work environment.

Inquiry: The process of inquiry is at the heart of learning. Ideas are formulated and learning occurs where there are questions, research, synthesis, practice, presentation and reflection on ideas. Students in practice-based learning courses have informal and formal enquiry opportunities.

Conversation: Dialogue and collaboration are key activities for active engagement between and among learners, teachers, practitioners and communities (Ako Aotearoa, 2010). As students participate in the domain and practice of their discipline they engage with experts, practitioners and other novices.

ISSUE

The Industry Based Learning course is a compulsory, final year course of study for students in all majors (marketing, accounting, finance, human resource management, and operations management) in the Bachelor of Business degree. Each Industry Based Learning course has a 30-credit value, and students are placed in business and industry in order to experience the workplace and to complete a project on some aspect of their learning applied in the real world.

The course is supported by a course manager, who is responsible for the preparation and planning of student placements, and hosts (industry and business organisations) participation. In addition, the course manager is the primary source and hub of communication while students are on placement She coordinates placements and ensures the quality assurance processes related to assessment are met. The course manager is responsible for ensuring the course is evaluated according to Unitec's Evaluative Questions process for self evaluation.

Managing a complex and varied course, with high student, staff and host participation, is demanding. In addition, the cyclic nature of the course results in a constant state of preparation and planning for the

following semester of study. The course manager is keen to find an open, easy to use, and widely accepted online application to support the key functions of preparation and planning, participation, assessment, and evaluation. Facebook has been identified as an online tool widely accepted by students, staff, and hosts. The course manager believes this may be a tool to relieve some of the demands of managing the course. Can Facebook facilitate an online community of practice in a practice-based learning course?

DISCUSSION

A practice-based learning course is a community of practice (Ayling, 2010). Relationships between participants allow the domain, the community and the practice to develop and grow. They share commonality in their interests and passion for their work. Moving to an online community of practice should bring together people who share and generate knowledge into a mutually supportive environment, (Misanchuk & Anderson, 2001). The online community is likely to be driven by individual members who desire to share experiences, knowledge and ideas. The unique aspect of the community is the way in which the members use the technology, and particularly how they engage with social networking services such as Facebook (Wenger, 2009). The real advantage is the opportunity for social interaction by students, staff and hosts to support learning communities.

Reynard (2009) and Hayman (2009) have identified the key challenges in using social networking in education environments. Hayman identified the greatest challenge to online communities as being the participant's willingness to present ideas publicly. In preparing participants for the online environment (Reynard, 2009), the course manager will need to ensure students have the confidence, learner autonomy and collaborative learning skills to participate in any learning community. Academics and hosts will need to have the same skill sets as students to fully participate in the community of practice.

The course manager's role is to identify and foster the key skills for participation and collaboration in the online community of practice. Following the ideas of Blogger (Connor, 2008), the course manager will need to foster skills including traditional literacy, research, technical skills, and critical analysis. Teachers seek to encourage and develop skills, knowledge, ethical frameworks and self-confidence to participate in contemporary society, which includes communities of practice.

Understanding why people participate online provides useful clues for the design and facilitation of the social networking service. Kollock (1999) and Noff (2008) have found motivations include:

> Exchanging of information and ideas;
>
> Acknowledging of expertise or contribution;
>
> Supporting the community;
>
> Belonging to community; and
>
> Sharing commitment to the community.

From our literature review, a number of themes and issues have emerged that will need to be addressed and investigated if Facebook is to be used as an online support to Industry Based Learning. These issues are complex and variable, depending on the age, digital and foundational literacy of students, staff and hosts. The first issue is resistance to online social networking services. This resistance is based on a number of reservations and concerns including privacy, appropriation of ideas and property (intellectual) and online-based learning communities of practice.

The second issue is the presentation of online self, particularly the tension between private and public self. Included within this topic are concerns about digital and foundation literacy, and appropriateness of participation. Teachers have genuine concerns about using Facebook in higher education. Roblyer, McDaniel, Webb, Herman, and Witty (2010) explain that:

> Unless this tendency changes and faculty perceive Facebook and its sister technologies, both current and those to come, as additional opportunities for educational communication and mentoring, SNSs (social networking services) may become yet another technology that had

great potential for improving the higher education experience but failed to be adopted enough to have any real impact.

Students, staff and hosts share concerns about the use of Facebook. As Hewit and Forte (2006) explain, students must balance the potential social gain with the relinquishing of some control over the presentation of self. Students mainly use Facebook to keep in touch with people they already know. In an academic sense, they use it to share lecture notes, ideas and to be informed of academic activity (Bosch, 2009). Kolek and Saunders (2008) have found that Facebook is preferred by women and therefore, women are likely to be more receptive to use in education. Lampe et al. (2006) report Facebook was used to keep in contact with friends from high school rather than make new connections in fields of study or profession. Using Facebook to support Industry Based Learning will be a new use of a familiar tool for many participants. Students, staff and hosts will require training on netiquette for Facebook in a professional setting. Facebook has the facility to create groups, so that professional contacts and personal contacts can be separated. Participants will need training in creating and managing groups.

Christofides, Muise and Desmarais (2009) report that students spend approximately 40 minutes per day on Facebook. Staff and hosts are not necessarily willing or able to commit to Facebook on a daily basis. Facebook is likely to compete with other communication tools including email, intranets and websites. Lewis and West (2009) have identified that students view Facebook as fun and not part of serious study or professional networking. This will conflict with staff and host academic and professional expectations. Madge et al., (2009) have found that students are beginning to acknowledge that Facebook could be used for learning purposes. This behaviour tended to be initiated by the students themselves rather than teachers. However, Ophus and Abbitt (2009) report that 85 percent of students have never used Facebook to communicate with an instructor. Selwyn (2009) reports that only 4 percent of postings relate to academic use. It is, however, likely that students will be more open to social networking services for course administration than academic staff and hosts.

Christofides et al., (2009) found students disclose more about themselves on Facebook than they do in casual conversation. They post personal information such as photographs, birthdays, email addresses, hometowns and relationship status. However, Lewis and West (2009) found that women are more likely to have private profiles than men. Interestingly, Mazer et al. (2009) found that teachers who disclose more about themselves on Facebook to their students are more likely to be considered as trustworthy and caring than their counterparts. More recently, research by Isacsson and Gretzel (2011) has demonstrated positive use of Facebook in support of collaborative learning projects. Facebook illustrates the potential of social media in creating engaging learning environments. The study situates the theoretical discussion of the value of edutainment and the promise of social media to foster self-directed and social learning. The findings provide theoretical implications for the conceptualisation of social media use in education and practical implications for educators who would like to integrate social media in their teaching.

Facebook provides the opportunity for engagement and collaboration in a wider learning community. Interestingly, research indicates students are no more likely to engage in Facebook than they are with any other online learning tool (DeSchryer et al., 2009). Autonomy, enquiry, discipline and conversation are all possible in an online environment. However, social networking services will need to provide significantly more benefits to students, staff and hosts. Participation will depend upon a clear articulation of the advantages of social networking services, training in appropriate behaviour, managing personal and professional self, and ensuring personal safety. Antoci, Sabatini and Sodini (2010) conclude that through both face-to-face encounters and online networking, the stock of the Internet's social capital will continue to increase. Educators have to decide whether they want to invest in the creation of this social capital.

CONCLUSION

Facebook use in practice-based learning appears to be uncharted waters, full of obstacles. The possibilities of a functioning online community of practice, which supports a cooperative education course are attractive to a course manager. However, before creating a Facebook site, course managers would be wise to consider the comments of Reynard (2009), Hayman (2009) and Connor (2009).

Students, staff and hosts will need to be prepared for publication of their ideas. They will need information on the functioning of Facebook including resources and guidelines. All will need confidence, autonomy and collaborative learning skills. These skills will need to be acquired prior to, or in the early stages of, participation in the online community. Staff and hosts will need to be prepared for participation in the online community.

A practice-based learning course is a community of practice, the challenge is to move it online. There are already discernible networks of connections between students, academics and hosts. They have relationships built on student learning. Facebook can be used to expand those connections and, in the process, grow the learning community. In addition, there is potential to streamline administration, aid student learning, increase participation and learning, career opportunities and networking. This paper will serve as a foundation for an action research project evaluating the use of Facebook in the Industry Based Learning course.

REFERENCES

Ako Aotearoa (2010). Strategic elearning development at Unitec. *Ako Aotearoa: National centre for tertiary teaching excellence*. Retrieved from http://akoaotearoa.ac.nz/ako-aotearoa/ako-aotearoa/news/strategic-elearning-development-unitec

Antoci, A., Sabatini, F., & Sodini, M., (2010). See you on Facebook: The effect of social networking on human interaction, *MPRA University Library of Munich*, paper number 27661. Retrieved from http://mpra.ub.uni-muenchen.de/27661/

Ayling, D. (2010). Is the village common in a cloud? Cooperative education and social networking, Proceedings of the NZACE 2010 Conference. *(pp 31-34). Palmerston North, New Zealand: New Zealand Association for Cooperative Education*

Bosch, T.E. (2009). Using online social networking for teaching and learning: Facebook use at the University of Capetown. *Communicatio: South African Journal of Communication Theory and Research*, *35*(2), 185-200.

Chistofides, E., Muise, A., & Desmarais, S. (2009) Information disclosure and control on Facebook: Are they two sides of the same coin or two different processes? *CyberPsychology & Behavior, 12*(3), 341-345.

Connor, M., (2009). The new media skills. Message posted to Fast Company.Com. Retrieved 10 March, 2010 from, http://www.fastcompany.com/blog/marcia-conner/learn-all-levels/new-media-skills

DeSchryer, M., Mishra, P., Koehleer, M., & Francis, A. (2009). Moodle vs Facebook: Does using Facebook for discussions in an online course enhance perceived social presence and student interactions? In Gibson et al. (Eds.), *Proceedings of society for information technology & teacher education international conference 2009* (pp. 329-336). Cheasapeake, VA: AACE.

Hayman, A., (2009). TCC 2009: Using social networking tools to build learning communities: A case study of the Punahou Technology Lab School

Ning. (n.d.). *Blog posted to Z(e)n Learning.* Retrieved 10 March, 2010 from, http://aprilhayman.wordpress.com/2009/04/15/tcc-2009-using-social- %20networking-tools-to-build-learning-communities-a-case-study-of-the-punahou-technology-lab-%20school-ning/

Hew, K. (2011) Students' and teachers' use of Facebook, *Computers in human behaviour*, 27 (2011) 662–676, retrieved from http://portal.acm.org/citation.cfm?id=1937203.1937626

Hewitt, A., & Forte, A. (2006, November). Crossing boundaries: Identity management and student/faculty relationships on the Facebook. *Poster presented at CSCW, Banff, Alberta,* retrieved from http://74.125.155.132/scholar?q=cache:cgcxx_399wwJ:scholar.google.com/+Crossing+Boundaries:+Identity+Management+and+Student/Faculty+Relationships+on+the+Facebook&hl=en&as_sdt=0,5

Isacsson, A., & Gretzel, U. (2011) Facebook as an edutainment medium to engage students in sustainability and tourism ? *Journal of Hospitality and Tourism Technology*, *2*(1) 81-90

Kolek, E.A., & Saunders, D. (2008). Online disclosure: An empirical examination of undergraduate Facebook profiles. *NASPA Journal*, 45(1), 1-25.

Kollock, P. (1999). The economies of online cooperation: Gifts and public good in cyberspace. In M.A. Smith & P. Kollock (Eds) *Communities in cyberspace*, (pp. 220-242) New York, NY: Routledge.

Lampe, C., Ellison, N., & Steinfield, C. (2006). A face(book) in the crowd: Social searching vs. social browsing. In *Proceedings of the 2006 26th anniversary conference on computer supported cooperative work* (pp. 167-170). New York, NY: ACM.

Lewis, J., & West, A. (2009). 'Friending': London-based undergraduates' experience of Facebook: *New Media & Society*, *11*(7), 1209-1229.

Madge, C., Meek, J., Wellens, J., & Hooley, T. (2009). Facebook, social integration and informal learning at university: 'It is more for socialising and talking to friends about work than for actually doing work'. *Learning, Media & Technology*, *34*(2), 141-155.

Mazer, J., Murphy, R., Simonds, C. (2009) I'll see you on ''Facebook'': The effects of computer-mediated teacher self-disclosure on student motivation, affective learning, and classroom climate, *Learning, Media and Technolo*gy, *34*(2), 175-183.

Misanchuk, M., & Anderson, T. (2001). Building community in an online learning environment: communication, cooperation and collaboration. *Proceedings from the Sixth Annual Mid South Instructional Technology Conference,* Tennessee, TN: Mid-Tennessee State University. Retrieved from, http://frank.mtsu.edu/~itconf/proceed01/19.html

Noff, A. (2008). Why people participate in online communities. *Message posted to The Next Web.Com*. Retrieved March 10, 2010 from, http://thenextweb.com/2008/05/24/why-people-participate-in-online-communities/

Ophus, J.D., & Abbitt, J.T. (2009). Exploring the potential perceptions of social networking systems in university courses. *Journal of Online Learning and Teaching*, *5*(4). Retrieved from http://jolt.merlot.org/vol4no4/orphus_1209.htm

Selwyn, N. (2009) Faceworking: Exploring students education-related use of Facebook. *Learning, Media and Technology*, *34*(2), 157-174.

Reynard, R., (2009, July 22, 2009). Beyond social networking: Building toward learning communities. Blog posted to Campus Technology. Retrieved March 10, 2010 from, http://campustechnology.com/articles/2009/07/22/beyond-social-networking-building-toward-learningcommunities

Roblyer, M.D., McDaniel, M., Webb, M., Herman, J. & Witty, J.V. (2010). Findings on Facebook in higher education: A comparison of college faculty and student uses and perceptions of social networking sites. *The Internet and Higher Education, 13*(3), 134-140.

Wenger, E. (1998). *Communities of practice: Learning, meaning and identity*. New York, NY: Cambridge University Press.

Wenger, E., White, N., & Smith, J.D. (2009). *Digital habitats: Stewarding technology for communities*. Portland, OR: CPsquare.

Being where teachers are: An online community of practice for tertiary teachers

DIANA AYLING, EDWARD FLAGG
Te Puna Ako, Unitec Institute of Technology

BACKGROUND

In 2009, Unitec adopted two policies, Living Curriculum and eLearning (Ako Aotearoa, 2010) that have the potential to create communities of the most engaged, responsive and capable students and staff. These policies support not only a paradigm shift for how teachers are to teach and to see themselves as teachers, but also for how teachers and students are to engage with themselves, each other, and with the knowledge of their chosen profession.

As two members of the academic development team for Unitec, we began exploring those policies as we conducted our work. As our work is defined as curriculum development and support of academic staff and does not include any formal accredited training it was apparent the learning would need to take place in the teachers' workplace. That September, we built a small handful of online networking sites, one of which evolved into the Teaching and Learning Community at Unitec (http://tlcommunityunitec.ning.com/). This site has evolved into Unitec's largest and most active online community of practice - a place where teachers share resources, form their online professional identities, share ideas and experiences, join groups and announce events.

Features of the site are regular blog posts and broadcast messages, groups, live chat events and a resource bank. The site is accessible to over 600 academic staff across four campuses in the Auckland area. It is here where teaching and learning matter. What began as a seed of an idea has blossomed into a living, growing place where more than 250 teachers - more than a third of our teaching staff - come to participate.

DISCUSSION

Recently, Wenger, White and Smith (2009) trained educators to create online "communities of practice" encouraging educators to become "technology stewards" rather then transmitters of content. Everything that could take place on the village common can now be carried out online using social networking services. According to Budd (2005), web 2.0 technologies can create a richer user experience. The key concept is that the web is changing from a document delivery system to an application platform and in this process it is easier for people to participate and collaborate.

Wenger (2009) explains that wide adoption of community-oriented technology is because it expands the available infrastructure for something fundamental to our humanity: social interaction. White (2009) explains that users are creative, and the success of a social networking service will depend on fostering that creativity. Students, academics and staff will not necessarily move easily into an online community of practice hosted by a social networking service. Reynard (2009) identifies the key challenge for educators is to ensure participants have the confidence, learner autonomy and collaborative learning skills to participate in any learning community. Academics will need to have the same skill sets as students to fully participate in the community of practice.

An online community invites members to develop the skills of active, engaged and productive participants in their practice, and in their own professional development. Moreover, the online community invites teachers to practice three skills that both teachers and students will need in the future:

> *To be confident in publicly publishing our ideas* – this is done when we represent ourselves and our thinking online, as well as when we create and develop an online presence;
>
> *To be an autonomous learner* - this we do when we view and evaluate content, create and customise personal and professional profiles, maintain our public workspace, and write reflectively in a public space; and

To be able to work collaboratively with others - when we share content, join networks, make and develop contacts, post messages, use collaborative tools effectively, and so on.

This, of course, is the very business of a community of practice, to take in, create and share knowledge, skills and values around a specific practice.

The Living Curriculum is founded on the idea that we teachers are to shift our teaching identities from an epistemological model to an ontological one - no longer are we to be the lofty transmitters of knowledge, we are to be the practitioners who openly share our practice, the teachers who openly discuss and even negotiate with students our agendas and methods. We are to be content creators so that students can see how content is created and do so themselves; we are to manage and distribute content so that students can, themselves, learn how to manage and share their own knowledge. We are to collaborate with them and with our peers, both in our teaching community as well as our discipline community. And we are to be capable team players, as we expect our students to be. In short, we are to be engaged and creative in our identities as teachers and practitioners, as we expect our students to be in their student identities and in their developing identities as novice practitioners in their disciplines.

To ask our students to explore and learn, first we must explore and learn ourselves in a transparent way. The story of this website is one such exploration. We began with a hunch about needing a community; we teachers here at Unitec operate as individuals and as members of programme teams, but often the sense of community built around learning and teaching did not extend across the institution. Through trial and error we developed a nascent site that had little more than potential. Once we realised that a sense of community was a strong, far-reaching factor in helping teachers develop themselves and their practices, we applied Nancy White's online community purposes checklist. With this, we were able to provide the features that we thought would most help teachers become explorers and learners themselves. At the end of 2009, we had a few dozen members, from novice to expert in teaching, and in digital literacy as well. Our goal for 2010 – to develop a site that would have 100 members, each at their own level of involvement and interest, but all working to the same goal of developing and sharing their best practice.

By early 2010, we had, through practice, become adept at scouring the recent, relevant literature in teaching and sussing out what could be used here at Unitec. We were adding new features, new groups, had restructured our content along the four teacher competencies, and we found that people were joining much more quickly than we had anticipated. From around 65 at the end of 2009, we had reached our year-end goal of 100 members before mid-year. Clearly, the site was serving the needs of our community better and faster than we had anticipated. Now, in addition to the face-to-face work with teachers, we had developed a growing resource repository that allowed members to interact with one another about the resources and build on their own understandings; we enabled live chat to run at all times for both public and private conversations; we were announcing events such as local workshops and teacher gatherings, as well as national and international conferences; and we had begun writing curricula for professional development sessions and using the site as a base for our work, and to share what we were thinking about teaching and learning at Unitec. Soon we had over 150 members.

By July 2010, it had become clear to us that the site was suffering under its own success and needed to be redeveloped. We enlisted the skills of one of our eLearning team, Vickel Narayan, who helped us rethink and reshape the architecture of the site so that it is easy for anyone to navigate, use the resources, and add to them as they found themselves developing the digital literacy as they developed their teaching practice. As we moved towards to 200 member mark near the end of 2010, twice that of what we had anticipated, we believed we were providing a true online community, where practitioners came to learn, borrow, share and grow their practice as they saw fit.

By February 2010, the site had taken on yet another dimension. We are now local, national and global. We have members from outside Unitec, Auckland and New Zealand. The participants are drawn together because of a shared passion and interest in teaching and learning. We have identified that the Unitec context needs to be managed carefully, and we propose creating a separate tab for Unitec staff. The tone and the content of the site has a more global nature. We are rethinking how we use invitations to events, blogs, broadcast messages to all participants. We have accepted the global nature of the site

and audience. We have noticed the growth of special interest groups and the rise in activity in those groups. The site is dynamic and continues to grow and evolve.

What has become apparent is the need to undertake some research to evaluate the quality of the participants' experience, and to ensure we continue to meet their needs. In 2011, we will undertake a small research project to evaluate effectiveness and gather qualitative data on which to base further interventions.

CONCLUSION

Unitec's online community of practice supporting teachers' professional development has real benefits in assisting learning, social interaction and development of digital literacies. The greatest benefit is the membership of a positive professional community that explicitly shares teaching and learning values. In addition, teachers have a place to share best practice, issues, and form smaller groups. Academic developers can now be where teachers are - online. Teachers have a safe place to practice their technology skills before introducing them to students. The community continues to develop and grow and as a true online community is global by nature. What began 18 months ago as a hunch has now become a living, growing system of knowledge management and creation, all within the context of growing our knowledge and reaching towards best practice.

REFERENCES

Budd, A. (2005). What is Web 2.0? A presentation posted to AndyBudd.Com. Retrieved March 10, 2010 from, http://www.andybudd.com/presentations/dcontruct05/

Reynard, R. (2009, July 22, 2009). Beyond social networking: Building toward learning communities. Blog posted to Campus Technology. Retrieved March 10, 2010 from, http://campustechnology.com/articles/2009/07/22/beyond-social-networking-building-toward-learningcommunities

Wenger, E. (1998). Communities of practice: Learning, meaning and identity. New York, NY: Cambridge University Press.

Wenger, E., White, N. & Smith, J.D. (2009). *Digital habitats: Stewarding technology for communities*. Portland, OR: CPsquare

White, N. (2007) Online community builder's checklist, Full Circle Associates. Retrieved from http://www.fullcirc.com/community/purposecheck.htm

White, N. (2009). Technology stewardship and unexpected uses. Blog post to Digital Habitats: Stewarding technology for communities. Retrieved from, http://technologyforcommunities.com/2009/04/technology-stewardship-and-unexpected-uses/

Critical reflection: Journals versus blogs

PATRICIA LUCAS, JENNY FLEMING
Auckland University of Technology

INTRODUCTION

Reflection is a crucial factor in facilitating the experiential learning process; it transforms experience and theory into knowledge and enhances the transfer of learning (Bolton, 2010). Kolb's cycle of experiential learning shows a perpetual cycle of experiencing an experience, which is then reflected upon to inform learning or an action that may create a new form of the experience and on goes the cycle. The learning is a process guided by previous experiences leading to some change in action and transformation of one's knowledge (Moon, 2006). It is important to incorporate strategies within the design of cooperative education courses to facilitate reflection. Encouraging structured reflection can enhance 'conscious reflective activity' (Roberts, 2002), where the learner relives their own experience and makes connections between information or theory and feelings produced by the experience. A significant contribution of the reflective process leads to the development of an awareness of professionalism within the industry environment (Thompson & Thompson, 2008). Leaving the process of reflection for students to do themselves may result in reflection not taking place. Smith and Betts (2000) highlight that the quality of the learning in cooperative education is often not dependent on the quality of the experience, but on the quality of the process of reflection.

Reflection is a complex process, which is well recognised to contribute to greater depth of understanding and learning (Wolf, 2010; Boud et al., 1985; Moon, 2006), as well as improving professional practice. Reflective practice has been utilized in many learning environments including teaching, nursing, business. The reflective process can be divided into four generic levels: description; analysis and interpretation; meaning and application; and future planning (Pavlovich, 2007; Moon, 2006).

The use of journal writing involving narrative description of tasks and reflective writing can be an effective reflective practice tool. It is expected that the students' journal entries entail more than just a list of their experiences; it is also expected to include re-visitation of feelings and re-evaluation of the experience (Boud, Cohen & Walker, 1993; Gibbs, 1988). Ghaye and Lillyman (2006) reinforce the value of written work in developing reflective practice. The journal can create the 'footprints' of the cooperative education journey. Through creating a written record of their learning during the cooperative education experience, it is easier for the students to remember where they have come from and to clearly identify the progress that they have made throughout the programme.

The language in journal writing can take different forms. Formal language is used in writing within education settings that utilise essays and reports to assess learning, while expressive language is a relatively informal writing style used in personal journals and in communication where we explore our thinking around a topic or issue. There is a personal connection within the writing (Moon, 2006).

BLOGS

The term *blog* is derived from the phrase *web log* and is a website that can be frequently updated, generally taking the form of an online diary or journal. Over the past decade, blogs have evolved from simple online diaries to vast global (public) networks where all manner of material may be displayed and discussed. Blogs provide the opportunity to combine text and images as well as other media such as video clips. Blogs are currently used in nearly every imaginable genre. In education, the use of blogs has become more popular over the last few years as a flexible learning strategy (Wolf, 2010; Larkin, 2010).

CONTEXT

The Bachelor of Sport and Recreation (BSR) is a three-year degree programme with majors in Sport and Exercise Science, Coaching, Physical Activity and Nutrition, Sport Management, Health and Physical Education and Outdoor Education. The cooperative education papers (Cooperative 1; Cooperative 2)

are structured so that the student spends the equivalent of two days a week during the two semesters of the academic year situated within one organisation. During Cooperative 1, the students complete 200 hours of workplace activities and 100 hours is allocated as academic time for the students to reflect on and critically analyse their experiences as well as to design a project that is beneficial to their organisations. The project design must demonstrate the application of the research process in an industry context. During Cooperative 2, the students are required to complete 150 hours in the workplace and the remaining 150 hours allow time for the students to complete, evaluate and present their industry-related project as well as to evaluate the overall learning experience and critically reflect on achievement of their negotiated individual learning outcomes and graduate capabilities.

In the past, BSR cooperative education students were required to keep a hard copy written journal that described the duties performed, work behaviour, and reflections on all activities that take place throughout the co-op experience and, in particular, in relation to their individualised learning outcomes. These journals were assessed at the end of the semesters and contribute 10 percent towards the students' overall grade. This year the students were given an option to either use hard copy or an online blog.

The online blogs were made available to the students through AUTonline. This is a system that supports online learning at AUT and uses Blackboard software. Blackboard software supports email to all users, discussion forums, delivery of documents and media, online tests and a gradebook. Private blogs were set up for students in the cooperative paper that had selected the online option for their journals. In addition, each academic supervisor had a folder containing the blogs for their cohort of students. This meant that only the student and their academic supervisor had access to the student's writings. The academic supervisor had the facility to communicate with the student, regarding their entries, via the comments option on the page. The student had the option to upload word documents, photos and video clips onto their blog.

For students who selected the hard copy journal option, they were able to choose a preferred format. In most cases this was a handwritten journal. However, a few students chose to type their reflections in a word-processed document and print this document for their assessment.

This study examines reflective writing in the two different formats (online blog versus hard copy). The purpose of this study is, through examining the documents, to gain an understanding of the current level of student reflection and to determine if there is any difference between the use of online blogs or hard copy journals. In the past, students have struggled with the process of reflective writing. An increased understanding will assist to improve the teaching and practice of reflection with BSR students.

METHODS

A qualitative case study methodology was used. Case study methodology permits researchers to gain an in-depth understanding of the issues of interest and seeks to form a unique interpretation of events rather than produce generalisations (Merriam, 1998). An intrinsic case study approach was used for this study as this design draws the researcher towards what is important about the case within its own world. Intrinsic designs aim to develop what is perceived as the case's own issues, contexts and interpretations (Stake, 1995). In case study research, the case needs to be determined, the researcher needs to have contextual material available to situate the case within its setting and the case needs to be bounded or constrained by time, place, events or processes. The case is the BSR sport and recreation cooperative education programme. The context is teaching and learning related to developing reflective practice, and the event for the case is the journal writing process.

Secondary data only were used in this project. The data consisted of hard copy journals and private online blogs that were submitted as part of the assessment for Sport and Recreation Cooperative. Ethics approval was granted by the AUT University ethics committee and students gave informed consent for the analysis of the journals to occur after they had completed of all assessment related to this course.

Content analysis was used to identify common issues and themes within the documents in order to describe the process of student reflection. This is an appropriate technique, consistent with the case study methodology. Analysis of the reflective process was coded and analysed according to the following:

- Frequency of entries;
- Structure of entry (word length, visual attachments, diagrams, sentence structure);
- Use of language (formal, expressive, descriptive, analytical, colloquial);
- Level of reflection: description; analysis; meaning; and future planning; and
- Evidence of progression from the beginning of semester to the conclusion.

FINDINGS

Thirty three students from the class of 70 gave informed consent for their journals to be analysed according to the categories stated above. From the participants, nine had used the online blog, and 24 the hard copy journal.

FREQUENCY OF ENTRIES

The total number of journal entries, over the duration of the semester (12 weeks), ranged from 8 - 15 for the online blogs and 7 – 58 for the hard copy journals. There was a greater variation in the number of entries in the hard copy journals. Most students within the study averaged one to two entries per week over a semester. Some individuals made more frequent entries which are highlighted by the variation of the entry numbers. Generally, however, there were no consistent differences between entry frequencies of the two modes of journaling.

For the online blog, the entries were dated and timed for the entry or upload of material. Some students would upload the equivalent of several days of entries at one time. The hard copy journals were mostly dated for each entry and there was no ability to determine when the actual entry had been written.

STRUCTURE OF ENTRIES

The entry structure was similar for both hard copy journals and online blogs. The entry length, within both formats, was generally brief with word counts of approximately 200. One online blog had an average entry length of 650 words which was not evident in any other document analysed. All students made some spelling and grammatical errors even though spell check was available if the document was word processed or entered directly onto the online blog. Some students using a hard copy journal chose to type their journal entries, yet most in this group were hand written. In some examples, the script was illegible which made reading the documents challenging. The journals were generally written in one colour and did not indicate areas of greater importance though underlining or highlighting.

All the blogs were word processed, therefore there was no issue with reading the content. A range of font sizes and styles were used by the student; however, no online blog showed evidence of the use of colour, bold or italics for emphasis of content. This was the same whether the online blog was written in directly or whether the entry was imported from a word-processed document. Although the online blogs had the facility to upload photos, video and other documents, students did not use this feature.

USE OF LANGUAGE

The language used, and formality of the writing, was similar with both writing formats. All students tended to write using expressive language with formal sentence structure, for example:

> Today would have to be the best day on placement.
>
> My final day involved playing sport with the kids, taking the roll call, taking them to the movies and playing team building games.

All students wrote in paragraph format and in the first person. Bullet points were not used in either format. All students had a tendency towards using some colloquial language (e.g. "pretty good"; "to get the hang of how to"), to describe their feelings.

REFLECTION AND EVIDENCE OF PROGRESSION

Across both formats, the majority of entries demonstrated a descriptive level of reflection only. However, there were cases where a particular student demonstrated elements of analysis, interpretation, application and planning. This was generally evident from the very first entry for that particular student.

There was no clear indication that there was development of reflective capabilities across the semester with either format. The amount of online feedback to the student on their online blogs by their academic supervisors was minimal. However, feedback and discussion may have occurred in face-to-face fortnightly supervisor meetings for students using either format, but this was not examined.

DISCUSSION

Journals and blogs are designed to encourage reflective practice and learning about one's own learning. They provide the student with many opportunities for self expression. Journals can be constructed and appear in various formats. The format identified in this study was classed as semi-structured, as the student was given the expectation that they would critically reflect on their cooperative education experience/s in a regular manner. The findings indicate there was no evidence of differences between online blogs and hard copy journals in the entry frequency, structure, language, level of reflection, and progression.

All journal writing was structured with the use of full sentences and paragraphs. This may be an indication the student felt compelled to write in an essay style format (similar to other university assessments) and made an effort with their writing because the journal was to be assessed (Wolf, 2010). This factor may also lead to some form of censorship of their writing. Unlike most university academic writing, which is commonly in the third person, the use of the first person is encouraged within journal writing and this was adopted by all students. As Moon (2006) suggests, this is indicative of ownership and personalisation of the writing.

The students demonstrated the use of expressive language which is relatively informal, "comfortable, ready to hand language" (Moon, 2006, p. 33) used in situations where the writer is personally involved in the issue or situation. Little work has been done in this area on the significance of the different forms of language used in journals, hence further research in this area could be considered.

A study conducted by Wolf (2010) examined the use of the reflective blog by public relations students in their placement environment. She identified that the vast majority of posts were self reflective (using language such as 'I think that…'). Larkin (2010), in a study of business students, identified that journaling was mostly at description level which is consistent with our findings.

Learning from writing is one of the values of using a reflective journal as it takes time to write and forces time for reflection (Moon, 2006). This reflection time is also an important step in the process of experiential learning. The findings of this study identified that most of the journal entries were relatively short (200 – 300 word count) and the writing was predominately descriptive. This may be an indicator that little time was taken to write and hence reflection was not taken to any great depth. These time constraints may limit the depth of reflective writing but may not prevent inner personal reflection. There is a paucity of research in this area.

Shifting the journal to an online medium, such as a blog, should create opportunities for students to reflect more frequently, and have a richer and more meaningful interaction with their supervisors. (Larkin, 2010; Wolf, 2010). The findings of this study do confirm that the way in which online blogs have been used to date, compared to hard copy journals, created no overall difference in the quality of student reflection.

Wolf (2010) suggests that writing for a more public audience may motivate students to put more effort into the journaling process. In the public domain, anything uploaded remains available forever.

However, as the online blogs, through Blackboard, are private and not in the public domain, there is no concern regarding blogs being viewed by industry supervisors or potential employers.

The findings of this study confirm that the students are generally describing rather than critically reflecting on their experiences. This highlights the need to develop learning resources and activities that will encourage higher levels of reflection. The development of reflective practice requires meaningful feedback and students need to be taught strategies for reflection. Reflection is not an innate characteristic of the student.

Supervisors need the time to give meaningful feedback and this increases supervisor workload. Written feedback on the hard copy journal only occurred at the end of the semester. However, online journals have the capacity to be able to provide more frequent feedback to assist student reflective writing. Sharing blog entries with peers in teams, but still remaining relatively private rather than public, may be one approach to improve reflection by encouraging the student to critique and give feedback on each other's writing.

CONCLUSION

Overall, there were no differences in the writing format and the level of reflection between the two journal formats. Writing was expressive, but generally descriptive rather than at the higher levels of reflection. This would indicate that there is a need for further strategies to encourage the development of critical reflection skills. Continuing to develop the use of the blog in this context could provide valuable opportunities for increasing feedback on the reflective process using both peer discussions and supervisor comments.

REFERENCES

Bolton, G. (2010) *Reflective practice: Writing and professional development.* London, UK: Sage

Boud, D., Cohen, R., & Walker, D. (1993). *Reflection: Turning experience into learning.* London, UK: Kogan Page.

Boud, D., Cohen, R., & Walker, D. (Eds). (1993). *Using experience for learning*. Buckingham, UK: Open University Press.

Ghaye, T., & Lillyman, S. (2006). *Reflection and writing a reflective account.* Maisemore, UK: The Institute of Reflective Practice.

Gibbs, G. (1988). *Learning by doing: A guide to teaching and learning methods*. Oxford, U.K: Oxford Further Education Unit.

Larkin, I., & Beatson, A. (2010) Developing reflective practitioners online: The business of blogs in work-integrated learning. *International conference on WIL: University – Industry Collaboration for Real Life Education,* Hongkong.

Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco, CA: Jossey-Bass.

Moon, J.(2006). *Learning journals: A handbook for reflective practice and professional development.* New York, NY: Routledge

Pavlovich, K. (2007). The development of reflective practice through student journals. *Higher Education Research and Development, 26(3), 281-295.*

Roberts, B. (2002) Interaction, reflection and learning at a distance. *Open Learning, 17*(1), 39-55.

Smith, R., & Betts, M. (2000). Learning as partners: Realising the potential of work-based learning. *Journal of Vocational Education and Training*, *52*(4), 589- 604.

Stake, R. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.

Thompson, S., & Thompson, N. (2008). *The critically reflective practitioner*. New York, NY: Palgrave Macmillan.

Van Gyn, G.H. (1996). Reflective practice: The needs of professions and the promise of cooperative education. *Journal of Cooperative Education, 31(*2), 103-131.

Wolf, K. (2010). Bridging the distance: The use of blogs as a reflective learning tool for placement students. *Higher Education Research and Development, 29*(5), *589-602.*

Undergraduate students paid semester work and its impact on retention rate

NOEL YAHANPATH
Eastern Institute of Technology, Napier

EDGAR BURNS
La Trobe University, Melbourne

INTRODUCTION

In this paper we intend to discuss the issue of undergraduate students paid semester work and its impact on retention rate, based on findings from a recent study in a New Zealand polytechnic.

As the phenomenon of students doing paid work during semester time has become more widespread in a number of countries, greater interest in understanding the significance of paid semester work has lead to other research projects (Hunt, Lincoln & Walker, 2004; RMIT University, 2004; Lingard, 2007; Plimmer, 2007; Bernhard, n.d.). "A track record of part-time work or unpaid internships is fast becoming essential for graduates trying to get a foot on the career ladder" (Black, 2010, n. p.).

As in other nations, the New Zealand Government wants to have more young people engaged in and successfully completing tertiary education. Completing a vocational or professional qualification early in adult life has a higher return for both individual and society (Ministry of Education, 2010, p. 12). Those who enrol in tertiary education directly from schools are more likely to complete a qualification than students who enter from the workforce, largely because school leavers are "more likely to study full time and have fewer other commitments" according to the *Tertiary Education Strategy 2010-2015* (Ministry of Education, 2010, p. 12). While this is a very important strategic recognition, it has some conflicting consequences, and thus needs some trade-offs. To achieve the desired final outcome, a return on time and money invested for both individual and society, employability at the end of the process is necessary.

METHOD

Permission by Manthei and Gilmore (2005) was given for the use of their survey instrument which contained 20 questions looking at paid work and other time and cost aspects of student life – study, recreation and leisure; cost of transport, accommodation and clothes. The main difference in execution of data collection from Manthei and Gilmore was that the present study used an online survey rather than a paper-based one, the commercially available tool SurveyMonkey (http://www.surveymonkey.com/). The results from the survey are being analysed over a series of conferences and articles; in the present conference paper, we use responses to only two out of 20 questions that were used.

RESULTS AND DISCUSSION

Figure 1 below shows two different paths to graduate employment. The first is policy-driven government strategies aimed to produce degree *outputs* to achieve the desired *outcome* of employability for individual graduates and growth in economic productivity. The second thread apparent through Figure 1 traces the consequences of paid work on the first policy pathway just described. It shows that while there may indeed be positive results from paid semester time work, there can be negative results as well. Moreover, these negative effects may undermine in several ways the present policy settings and intentions. The effects on the ultimate purpose of graduate employability may be at odds with the intermediate goal of gaining high value degree skills and expert knowledge.

These two paths can be distinguished in terms of policy goals/strategies on the one hand, and relevant practices on the other. Important contemporary *practices* of being a tertiary student are identified in the multiple strands in Figure 1 that emanate from the "paid semester work" box at the top. In contrast to policy intentions – the goals and strategies - shown by the dotted line from government funding sources to the same ultimate outcome, student practices apply a personally relevant rationality, as Hodkinson

(1998) showed in his study of young people making career choices. For many students, the rationality applied involves the need to earn money for a variety of purposes to do with being students, and as Hodkinson pointed out, this is something quite different from the rational choice logics that may influence policy formation (e.g. Rochat & Demeulemeester, 2001). By considering how both positive and negative effects result from the paid work practices of students during semester time, it is possible to more realistically consider how these might differentially affect achieving the desired policy aims.

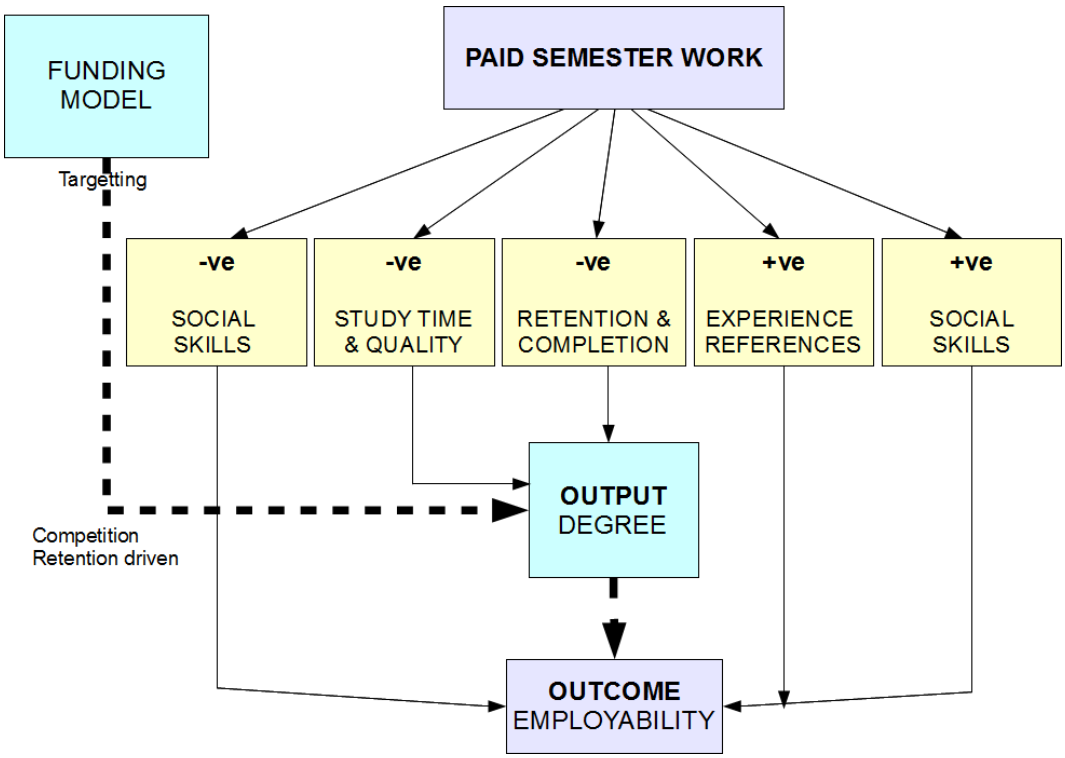

FIGURE 1:
Paid semester-work, completion, and graduate employment outcome

In particular, it is the negative consequences for achieving the qualification output that may jeopardise the broader education strategies if not taken into consideration in formulating and updating national tertiary policy. Two potential negative effects are identified here, but without saying how broad a proportion of students are influenced in these ways. The first involves the competition between paid work time and core student focus of study. This may result in less study in class and in personal study; and it may lead to more rushed work that reduces the quality of learning and skills that are developed.

A second potential downside effect that may adversely affect students personally, as well as affecting the desired policy outcomes, is that the pressure on time and energy between paid semester work and study reduces retention and completion rates. The individual consequences for employment and earning are obvious but, from the wider funding point of view, this is poor return on the investment in the tertiary education sector. Williams (2009) is an example of the continuing debate of Vincent Tinto's (2002) seminal paper about taking student retention seriously. Rather than retention support being an "add on" to a broadly functioning process, has paid semester work inadvertently developed into a structural problem for tertiary education?

These comments are made simply to provide a context from which to view the limited data presented here. By themselves, such data cannot prove a policy point, but an interpretive lens for reading what the quantitative measures of hours worked per week have reported elsewhere (Burns & Yahanpath, 2010) in relation to this brief discussion of qualitative material from the same participants.

In the qualitative comments provided by the students at the end of the questionnaire, a common theme was the negative impact on their studies due to paid work. For example, some students wrote: "Being a

single person, I rely on an incoming wage. However, I also want to improve and better my qualifications. I find it difficult to balance everything out at times." Another said, "I don't work, otherwise, I feel I would struggle too much in my papers." A further student commented, "The course work of most students I know suffered in some way from a lack of money." Again, "I would be able to focus on assessments and therefore gaining more depth and high grades with minimum stress." Yet another said, "Taking too long to study part time is very hard on family."

CONCLUSIONS & IMPLICATIONS

From the comments above, it appears that some students are struggling to balance paid work and other issues in life. The possibility that the amount of paid work is growing or becoming more widespread among the student population makes this a more urgent question. Tinto (2002) discussed student retention using United States data. Although Tinto only mentioned "work while in college" (p. 4) in passing, this is a significant comment we believe needs to be pursued more rigorously, since paid work finally impacts on retention. Further, the attempt to undertake such levels of paid work compromises the quality of academic learning and surely impacts on burnout and achievement by less academic or less well-resourced students.

On the one hand, the user-pay model of tertiary education continues to be central, and on the other hand, government funding is driven by student completion and retention rates. Moreover, tertiary institutions in New Zealand are operating on a *more with less* model. In this scenario, an appropriate balance between semester-time paid work and study time is becoming an extremely important issue, perhaps more than ever before. The multiple chains of cause and effect from paid semester work, and possible negative consequences of significant hours of paid semester work, thus warrants continuing research focus from a variety of viewpoints and in a range of institutional contexts.

REFERENCES

Bernhard, H.C. (n.d.). A comparison of burnout between undergraduate music and non-music majors. Retrieved January 12, 2010 from http://www-usr.Rider.Edu/~vrme/v9n1/vision/bernard% 20final.Pdf

Black, J. (2010, 16-22 October). Experience preferred, *New Zealand Listener, 225*(3675). Retrieved December 14 2010 from http://www.listener.co.nz/issue/3675/features/16275/experience_preferred.html

Burns, E., & Yahanpath, N. (2010). Replication study: Undergraduate students balancing paid semester work and study. Paper presented at the *14th Conference on Labour, Employment and Work in New Zealand,* 30 November-1 December, Victoria University of Wellington, New Zealand.

Hodkinson, P. (1998). How young people make career decisions. *Education and Training, 40*(6/7), 301-306.

Hunt, A., Lincoln, I. & Walker, A. (2004). Term-time employment and academic attainment: Evidence from a large-scale survey of undergraduates at Northumbria University. *Journal of Further and Higher Education*, *28*(1), 3-18.

Lingard, H.C. (2007). Conflict between paid work and study: Does it impact upon students' burnout and satisfaction with university life? *Journal for Education in the Built Environment*, *2* (1),90-109.

Manthei, R., & Gilmore, A. (2005). The effect of paid employment on university students' lives. *Education and Training, 47*(3), 202-215.

Ministry of Education. (2010). *Tertiary education strategy 1010-2015.* Wellington, New Zealand: National Office, MoE.

Plimmer, G. & Schmidt, A. (2007). Possible selves and career transition: It's who you want to be, not what you want to do. *New Directions for Adult and Continuing Education*, *114*, 61-74.

RMIT University. (2004). Background reading, student life: Current and emerging trends, *International Research Consultancy Unit (IRCU), RMIT Planning Group,* RMIT University, Melbourne. Retrieved January 12, 2010 from http://www2.rmit.edu.au/departments/planning/ircu/studentlife/docs/IRCU-ESStudentLifeVol03.pdf

Rochat, D., & Demeulemeester, J-L. (2001). Rational choice under unequal constraints: The example of Belgian higher education. *Economics of Education Review,20*(1), 15-26.

Tinto, V. (2002). Promoting student retention: Lessons learned from the United States. Paper presented at the *11th Annual Conference of the European Access Network,* Prato, Italy, June 19, 2002, pp. 1-8. Retrieved February 2, 2011 from http://survey.csuprojects.org/uploads/wp/79/wp79euh7GmrceQ2NVV1I2A/Tinto-re-Access-and-Retention-2002.pdf

Williams, P. (2009). Taking student retention seriously: Rethinking the first year of college. Retrieved December 2, 2011 from http://assessory.blogspot.com/2009/05/taking-student-retention-seriously.html

Development towards a professional values framework: Community and practitioners perspective

KARSTEN E. ZEGWAARD
Cooperative Education Unit, Faculty of Science and Engineering, University of Waikato

MATTHEW CAMPBELL
School of Education (NSW), Faculty of Education, Australian Catholic University

INTRODUCTION

With the introduction of values education in the primary and secondary education curriculum, the Ministry of Education is taking a renewed interest in values and ethics education within schools across New Zealand (Ministry of Education, 2007). Values education is now one of the three core pillars of the New Zealand Curriculum, the other two being key competencies (e.g. thinking, language, participation) and subject learning (e.g. English, science, etc.). Values education was an explicit component of the school-based curriculum pre-1980, and is currently included under a variety of titles, in the school-based curriculum of a range of other countries, for example Character Education in the US, Moral Education in Japan (Sakamoto, 2008) and Values Education in Australia (DEST, 2005). So far, the compulsory nature of values education in the curriculum has been limited to only primary and secondary levels; however, the need for values education of some form across all sectors has been identified for a period of time (Johnson, 1977) and should be of interest to the tertiary education sector as well. In particular, the tertiary sector may see benefit in considering values education where learning situations (e.g. work placements) could easily lend themselves to the exploration of values, and ethical conduct, contextualised within the student's future practice.

Teaching of values does present some challenges, and can be viewed as controversial, as it requires some agreement on what values are perceived as important, and this approach may convey the sentiment that conformity by all is required. Hill (2004, p. 6) states it well by saying that "values are caught between the devil of value-free rationality and the deep-blue sea of conditioned conformity." However, this argument works from a basis that values education requires the teaching of an explicit set of pre-articulated values, de-contextualised from the experience of the students. The nature of cooperative education and professional learning situations provides a complex and unique environment where the exploration of values can be evolved from a practice-based stance rather than a process of enculturation to a set of pre-determined beliefs. Workplaces are often faced with situations where decisions are made based on adherence to a particular value system or ethical code. Some professional groups have well-established codes of practice or ethical codes to which members must adhere (e.g. engineering, medicine, lawyers). However, in the case of many other communities of practice (e.g. science), there are no established ethical codes, despite most practitioners in such communities often being faced with having to make ethical or morally based decisions. These disciplines, though, often exist within workplaces, which have articulated codes, likewise with those that may be considered to be part of a professional group.

Cooperative education (co-op) and work placement programmes facilitate real experience in a community of relevant practice (i.e., workplaces) (Cooper, Orrell, & Bowden, 2010). Within these workplaces, cultures have often developed whose ethical basis is founded in adherence to a particular value system or ethical code. This code may, or may not, align with the espoused codes and policies of the organisation. Students on work placements are readily exposed to these cultures and are required to navigate and develop their sense of self and professional identity whilst experiencing suggestive pressures of the socio-cultural nature of the workplace (Billett & Pavlova, 2008; Nystrom, 2009). Work placements, thus, present a unique and rich learning opportunity to explore adherence to, and reflection on, these workplace value systems and the ethical nature of practice in relevant communities of practice (Zegwaard, 2009). However, prior to students commencing work placements, they require knowledge of what value systems may exist in their potential workplaces and be prepared to navigate their conduct through these.

RESEARCH AIMS & METHODS

Deriving an extensive list of important values pertinent for today's workplaces is relatively easy. However, many terms used for particular values partially or wholly overlap with other terms. Deriving a shortened list (e.g. 4-6 values) of important core values relevant to one's own community of practice is more difficult. Keown, Parker and Tiakiwai (2005) suggested collating data and adopting a 'tenting' approach, using high level abstract terms that give some flexibility to suit the context to which it will be applied and can be unpacked to additional sub-values. For example, *respect* could be unpacked to tolerance, acceptance, self-control, kindness, etc. Such a model may prove useful in establishing a core set of professional values and for prompting reasoned and meaningful discussion amongst students around the value systems experienced in the workplace.

This paper presents a reflection on a recent exercise undertaken within a New Zealand-based school, and repeated amongst a small group of cooperative education practitioners. It is argued that through reflection on this experience, a similar exercise could be used amongst a larger group of cooperative education students and practitioners to elicit a set of core values inherent to cooperative education. Such a list would provide a cornerstone for the future development of a values-education framework for cooperative education. For this research, initial gathering of data was from a community survey of parents of primary aged school kids (5-10 years old) from a decile 5 school, with a demographic of 58 percent European, 31 percent Maori, and 11 percent other. This community was asked, by way of open-ended questions, what values they perceived to be important in today's society, with the opportunity to list or describe as many values as they wished. Surveys were sent out to about 260 community members (i.e., families), with 77 responses received (return rate of 29%).

RESULTS

The community survey resulted in 303 values being listed, consisting of 106 separate values. Two values constituted 32 percent of the data; 'honesty' (n=54; 17% of data) and 'respect' (n= 43; 14% of data). The third most frequently mentioned value was 'responsibility' (n=18; 6% of data).

Using the tenting approach of Keown, Parker and Tiakiwai (2005), a thematic grouping was carried out, which resulted in the development of five principle values, where other values identified by the community could be placed within a principle value as a sub-value. In addition, further terms used to describe values were sourced from the literature and included into the framework. Several listed values from the community survey were phrases, such as 'always doing our best,' 'feeling comfortable in front of groups,' and 'treating others like you want to be treated,' which are descriptive phrases trying to capture several values, for example the later would indicate several sub-values within the principle value of respect, such as justice, equity, and fairness.

A draft framework was presented at the 2009 NZACE conference, where a group of 18 co-op practitioners critically analysed and discussed its content. The resultant analysis was then used to inform the modification of the framework (Table 1).

DISCUSSION

The results from this survey capture views of values for a segment of society. The frequency of listing of honesty and respect was interesting. However, further research would be required to determine if the frequency of listing of these values was because these were seen as particularly pertinent in today's society or if it is a reflection of the commonality of these terms in everyday language, compared to less often used terms such as empathy (n=7; 2% of data), or perseverance and tolerance (each n=1; 0.3% of data). It was up to the participant to determine what they thought a value was; therefore, some values listed were perhaps beyond common definition of a value, for example 'recycling,' which is more a positive action rather than an intrinsic virtue. The survey also captured some values that tended to focus on intra-personal attributes such as self-confidence, self-esteem, self-reliance, self-discipline, etc., consisting of 15 percent of the values listed (n=20).

TABLE 1:
Values framework developed from general community and co-op practitioners input, showing principle values and the unpacking to sub-values

Principle Value	Sub-Value
Integrity	Reliability, trustworthiness, consistency, honesty, impartiality, reliance, dependability, honourable, cultural sensitivity, ethical sensitivity.
Respect	Tolerance, encouragement, acceptance, thoughtfulness, fairness, decency, appreciation, dignity, consideration, sensitivity, courteousness, equality, loyalty, kindness, cooperation
Self-motivation	Diligence, preservation, excellence, determination, effort, engagement, curiosity, achievement, knowledge, wisdom, tenacity, productiveness, resilience, accuracy, work ethic
Self-confidence	Self-respect, self-discipline, self-control, self-reliance, self-awareness, strength, courage.
Responsibility	Accountability, thoughtfulness, justice, dependability, generosity, altruism

Workplace value systems are the product of expected norms of behaviour in a workplace. These expectations emanate from sources, such as stated codes as well as socio-cultural elements, which influence and shape the enactment of practice. Students, therefore, gain knowledge of these value systems, workplace practices, within the experience of a work placement. The level of enculturation and influence on the sense of self of the individual student is shaped somewhat by the extent of preparedness they have for engagement with these value systems. Developing a framework that can be used to inform students prior to work placement is a way of preparing students for engagement with workplace value systems. A key aspect of values education, and understanding ethical considerations, is that an awareness of established values systems needs to develop, and students need to engage in practice of responses to such value systems (Goodman & Lesnick, 2001). Raising student awareness of value systems in the workplace is the initial step in developing students who can engage and interact with expected norms of behaviours in ethical situations. As part of student preparation for the work placement, discussions need to be held around potential ethical situations in the workplace, and expected responses to these, laying the foundation of student interaction in the workplace and contributing to the emergence of an ethical professional identity (Ayling, 2006).

By default, placements are situated within a practice setting, allowing students to observe and be part of the practices of the workplace, providing opportunities for learning (Lave, 1991). These experiences are highly contextualised. Therefore, if students have scaffolded opportunities within a co-op curriculum to reflect on ethical situations in their placement and the relationship between these and their personal and professional values, they are likely to evolve a stronger sense of self and capacity to make a reasoned response drawing on real-world examples. A key aspect of scaffolding learning opportunities in co-op programmes, with a focus on workplace value systems, is to allow the shaping of the students' future actions. As Billet (2006, 2008) argues, students need to become not only critical agents of their own learning, but also active in shaping their practice settings. Some views of learning, particularly those drawing on the work of Lave and Wenger (1991), tend to suggest that students acquire expected norms of behaviour through a passive process of socialisation, and enculturation, into a community of practice. However, students should also be seen as active participants within the community of practice, who are able to influence change and help shape the future practices of the community. Students are not passive recipients of learning in the workplace, but are constantly negotiating their identity and sense of self whilst surrounded by a setting of socio-cultural and socio-historical factors.

One of the challenges faced by co-op practitioners is that established value systems need to be first understood for each of the communities of practice before such knowledge can be passed on to students. The survey results from this work, and the modifications in response to feedback from the NZACE conference workshop, has given a framework which could be used as a starting point for developing a more comprehensive framework of value systems reflective of workplaces. However, the

work here is a derivative framework of values limited to the perceptions of a segment of general community (societal values). As work by Rainsbury et al. (2002), Coll, Zegwaard and Hodges (2002), and Zegwaard and Hodges (2003) illustrates, key stakeholders such as faculty and employers can hold different perceptions of what is held as being important in the workplace, therefore the need exists for explorative research of workplace perceptions of important value systems. Furthermore, it is difficult to hold discussions around values and ethical behaviours without also discussing professional behaviours and norms (Campbell, Herrington, & Verenikina, 2009), therefore, any further work needs to be framed as part of identifying professional norms and practices in the workplace with the aim of assisting the development of structures that can advance students' development of professional identity.

CONCLUSION & FURTHER RESEARCH

Although the framework from this research is somewhat rudiment, it still presents a useable structure for further development. In current form, the framework could be used for raising student awareness of value systems in the community and give them a framework to explore. To advance a more comprehensive framework, research is required to gather perspectives from workplace stakeholders, as it is likely that values systems in place in the general community may differ from those in the workplace. Furthermore, varying sectors could adhere to different sets of core values to those of other sectors. Therefore, there may be a need for discipline specific frameworks. Once these frameworks have been developed and, in particular, have been informed with perceptions from the workplace, students can be made aware of, and critically engage in, the value systems in place for their relevant sectors as part of the preparation process before embarking on their work placement. Whilst on placement, these students can then have an enriched learning opportunity exploring the value systems by way of informed observation and practice.

ACKNOWLEDGEMENTS

Authors like to thank the school for their involvement with the community survey.

REFERENCES

Ayling, D. (2006). Fostering moral courage: What do business students learn about professional ethics in cooperative education placements? In: R. K. Coll (Ed.), *Annual New Zealand Association for Cooperative Education Conference* (pp. 116-120). Queenstown, New Zealand: New Zealand Association for Cooperative Education.

Billett, S. (2006). Work, lifelong learning and cooperative education: Supporting and guiding ontogenetic development. In: R. K. Coll (Ed.), *Proceedings of the New Zealand Association for Cooperative Education Annual Conference* (pp. 1-12). Queenstown, New Zealand: New Zealand Association for Cooperative Education.

Billett, S., & Pavlova, M. (2008). Learning through working life: Self and individuals' agentic action. *International Journal of Lifelong Education, 24*(3), 195-211.

Campbell, M., Herrington, A., & Verenikina, I. (2009). Journeying from college to work: The changing identity of early career police. *Journal of Cooperative Education and Internship, 43*(1), 55-64.

Coll, R.K., Zegwaard, K E., & Hodges, D. (2002). Science and technology stakeholders' ranking of graduate competencies part 1: Employer perspective. *Asia-Pacific Journal of Cooperative Education, 3*(2), 19-28.

Cooper, L., Orrell, J., & Bowden, M. (2010). *Work-integrated learning: A guide to effective practice*. New York, NY: Routledge.

DEST (Department of Education, Science and Training). (2005). *National framework for values education in Australian schools*. Canberra, Australia: Commonwealth of Australia

Goodman, R.F., & Lesnick, J. (2001). *The moral stake in education: Contested premises and practices*. New York, NY: Longman.

Hill, B. (2004, April). Keynote address: Values education in schools. Paper presented at the *National Values Education Forum*, Melbourne, Melbourne.

Johnson, J.G. (1977). *Growing, sharing, learning: The report of the Committee on Health and Social Education - moral, spiritual and values education*. Wellington, New Zealand: New Zealand Department of Education

Keown, P., Parker, L., & Tiakiwai, S. (2005). *Values in the New Zealand curriculum: A literature review on values in the curriculum*. Wellington, New Zealand: Wilf Malcolm Institute of Educational Research. (N. Z. Ministry of Education)

Lave, J. (1991). Situated learning in communities of practice. In L. B. Resnick, K. M. Levine & S. D. Teasley (Eds), *Shared cognition: Thinking as social practice, perspectives on social shared cognition* (pp. 63-82). Washington, DC: APA.

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge, UK: Cambridge University Press.

Ministry of Education. (2007). *The New Zealand curriculum*. Wellington, New Zealand: The Ministry of Education.

Nystrom, S. (2009). The dynamics of professional identity formation: Graduates' transitions from higher education to working life. *Vocation and Learning, 2*(1), 1-18.

Rainsbury, E., Hodges, D., Burchell, N., & Lay, M. (2002). Ranking workplace competencies: Student and graduate perceptions. *Asia-Pacific Journal of Cooperative Education, 3*(2), 8-18.

Sakamoto, R. (2008). Can morals be taught? An exploratory study on recent changes in the Japanese moral education curriculum. *International Journal of Educational Reform, 17*(2), 153-168.

Zegwaard, K.E. (2009). Should values education be part of the co-op curriculum? In R. K. Coll & K. E. Zegwaard (Eds), *NZACE 2009 Conference Proceedings* (pp. 46-49). Waiheke, New Zealand: New Zealand Association for Cooperative Education.

Zegwaard, K.E., & Hodges, D. (2003). Science and technology stakeholders' ranking of graduate competencies part 4: Faculty perspective. *Asia-Pacific Journal of Cooperative Education, 4*(2), 23-35.