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**International Conference
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Keynote Speaker: Patricia Linn

Doing of Theory of Doing

It is both possible and useful to build small theories about how and what students learn in work-integrated learning programs. Current research supports the idea that narrative data, sometimes combined with numbered data, can be powerful in understanding how our programs help students to construct their lives. But how to move from anecdotes to data? The story of a project that used the interviews of students who graduated from a mandatory cooperative education program 50 years earlier will be told within the framework of a theory-building methodology, in order to illuminate both the findings and methodological choices. A theory of action will be offered to tie together how and what was learned that helped these graduates construct their lives. Conference participants can then evaluate whether the theory of learning offered here applies to their own students. In this way, local theories about how and what students learn can be compared, combined, and tested to support claims about the benefits of work-integrated learning.

Dr. Patricia Linn earned her Ph.D. in developmental psychology from the University of Kansas in 1979. Following 6 years as a full-time researcher, she joined the psychology faculty at Antioch College in Yellow Springs, OH. In 1999 she was named to the J.D. Dawson Chair of Cooperative Education. In this role she split her time between research and serving as a co-op advisor. She was Project Director for a lifespan study of cooperative education at Antioch College.

Dr. Linn won the Ralph W. Tyler Award for Outstanding Research in Cooperative Education and the James Wilson award for Outstanding Contributions to Research in the Field from the Cooperative Education and Internship Association. She was CEIA's Vice President for Research and chairperson of that association's Research Committee.

Pat has published and presented her research nationally and internationally, and is co-editor, with Adam Howard and Eric Miller, of the Handbook for Research in Cooperative Education and Internships (Lawrence Erlbaum, 2004).

In 2005 she was appointed Chair of the doctoral program in clinical psychology at Antioch University Seattle. Now trying to retire, she recently published a final report of the lifespan project.

Wednesday 26 April

Meeting the challenge: Innovative WIL models

Judie Kay, RMIT University

Sonia Ferns, Curtin University

Leoni Russell, RMIT University

Judith Smith, Queensland Institute of Technology

The contemporary and emerging environment facing Australian and global enterprises is characterised by the arrival of disruptive technologies and global economic transformation with innovation as an economic driver. In this rapidly changing landscape graduates need to be highly adaptable, resilient and prepared to undertake and navigate a range of diverse jobs over their careers. Research shows that work- integrated-learning (WIL) has a positive impact on enhancing student work readiness (Smith et al.,2014) but this stronger focus on WIL to enhance employability of students has resulted in strong competition for WIL opportunities.

Small to medium enterprises (SMEs) make up over 95 per cent of employing businesses in Australia (Australian Government, 2015) - meaning they must be central in strategies to increase the scope and scale of student participation in WIL. Evidence suggests that many more SMEs would partner with universities to support WIL activities if engagement was negotiated and supported more efficiently (PhillipsKPA, 2014). Therefore any expansion of WIL opportunities will be seriously limited if there is not continuing system-wide attention given to enabling greater engagement and capacity, particularly in the small to medium enterprises and community-based sectors. Importantly, WIL models also need to align with the contemporary work environment and meet student needs by preparing them for the changing world of work. Greater engagement with SME's was specifically identified as a priority in the National WIL Strategy (ACEN et al., 2015), a strategy developed through collaboration with university and Industry peak bodies in Australia, to enhance and expand WIL nationally.

This presentation will overview a current project in Australia to identify and showcase innovative WIL models such as micro internships, WIL in Incubators and other emerging approaches to WIL that overcome constraints to engagement and respond to the changing nature of work broadening involvement particularly with SME's. The project team, which includes three Australian universities in partnership with two national Industry groups will identify success factors and key characteristics and develop a series of resources to support innovation in WIL and greater engagement. The presentation will outline the rationale and need for the project, relevant literature, explore what innovation means in the WIL context as well as outlining progress to date.

Factors influencing student engagement with critical reflection

Patricia Lucas, Auckland University of Technology

Background/Context: Critical reflection is well recognised as an important learning strategy in cooperative education with the capacity to unite student learning as it occurs from both within the workplace, and the university. Consequently, the integration of learning from both domains can lead to greater depth of student understandings. The practice of critical reflection, in the cooperative education context, is intended to assist students with the development and advancement of skills (both hard and soft) that will enhance employability, encourage lifelong learning and foster a desire to contribute meaningfully to society. In the field of cooperative education research little has been published that pays attention to the identification and understanding of factors impacting on students' practice of critical reflection where meaning is made from their workplace experiences, and build on their university education.

Aim: To identify factors influencing student capacity to learn through critical reflection in sport and recreation cooperative education.

Methods: Interpretive case study methodology was employed to explore critical reflection within a sport and recreation cooperative education context. The student participants, who had recently completed all components of their cooperative education programme, were invited to complete a questionnaire, participate in an interview and provide their reflective journal and final report for analysis. Ethical approval (AUTEK) and participant consent was gained prior to data collection. The data was reconstructed into six research narratives to portray the uniqueness of the year-long cooperative education journey and to keep the student voice at the forefront of the study. Utilising John Dewey's educational theories orientated to experiential learning and reflective thinking, the research narratives were thematically analysed within, between and across each other.

Results: Thematic analysis of the narratives made visible four overarching, intersecting and interacting themes as having a significant impact on students' capacity to critically reflect. These four themes included; learning environment, learning experiences, learning self and the utility of critical reflection. The themes highlighted how the variation in student uptake and progression of critical reflection was influenced by a range of enabling or constraining factors to genuine student engagement with practice. A particular factor enabling critical reflection for one student might be constraining for another and vice versa, thus drawing attention to the importance of flexibility in any approach for developing student capacity to critically reflect. Despite the challenges experienced in encouraging students to critically reflect, each made some measure of progress towards this goal.

Conclusions: This research highlights the complexity of developing critical reflection within a cooperative education tripartite learning arrangement comprising the student, the university and the workplace. Learning through critical reflection, while learning the practice of critical reflection, is a challenge for many cooperative education students. Therefore, educators are encouraged to consider how to invite students to be more proactive in developing this important capability.

Thursday 27 April – 9.05 – 10.45am: Left Stream

Strengthening Collaborative Learning at the School of Business

Regan Cotter, Eastern Institute of Technology

Background: The Eastern Institute of Technology School of Business incorporates collaborative learning in 3rd year Bachelor of Business studies and Graduate Diploma programs. The collaborative learning program required a more cohesive and structured direction to contribute to student learning and also the development of strong linkage with industry. The School of Business has made a strategic decision to place collaborative learning at the core of the business programs. Resource was committed to redevelop the program.

Unique Features: The collaborative learning program is unique in the Hawkes Bay. The core feature of the program is a project undertaken by a student for an organization – in order to further develop the student and the organization. The program requires close linkage between EIT and industry.

The redevelopment of the program required the development of a broad array of program resources, including: A scoping document; marketing flyer to send to potential sponsors; articles in the Chamber of Commerce; Business Hawkes Bay and IceHouse publications/newsletters; Ako Aotearoa Booklets How to Make the Most of Work Integrated Learning for Students, Academic and Workplace Supervisors; professional presentation schedule; Internship evening attended by over 50 different organisations; creation of strategic long term relationships with sponsors; extensive sponsorship database and communication plan.

The project was closely managed by a dedicated resource. Significant emphasis placed on supervision by EIT teaching staff, ongoing liaison with industry partners and the careful monitoring of student progress. The outcome of the redevelopment was a transformation of the program from a 'necessary nuisance' to a showcase of EIT students and EIT capabilities. Importantly, teaching staff have viewed the changes very positively.

At the completion of the program a presentation evening was held to showcase student projects (using posters), several students also presented. Overall, the program was highly successful. Several of the projects have been featured in the media. The program has demonstrated EIT is a credible provider of skilled business staff for the local workforce and several students have been offered employment.

Further/Proposed developments to the EIT School of Business collaborative learning program include: Assessed learning contract; Introduction of SharePoint; Ongoing assessment rather than all at the end of project; MSD Project 1000, creating jobs, vocational pathways; Speed dating event matching sponsors and students

Discussion/Argument: The collaborative learning program will be further strengthened over 2017, following learning from the initial round of re-development and will be extended to the postgraduate business programs. Collaborative learning programs are increasingly popular in tertiary institutions and offer tertiary providers, in particular polytechnics, the potential to facilitate student learning through the development of praxis in a supportive and controlled environment (i.e. taking the classroom learning into the workplace).

Implications/Issues: Collaborative learning requires a commitment by tertiary institutions, but has the potential to generate significant outcomes for the institution, teaching staff, industry and students. The success of a collaborative learning program is grounded in clear goals and responsibilities, workable and robust practices, clear and measurable student learning outcomes.

SharePoint – A Bridge for Work Integrated Learning and data retention

Thomas Hartley, Eastern Institute of Technology

Kathryn MacCallum, Eastern Institute of Technology

Background: This paper explores the integration of the business application Microsoft SharePoint into the Work Integrated Learning (WIL) program at EIT. Historically, Moodle has been the academic delivery mechanism for course content and communication between students and lecturing supervisors throughout the Internship period. However, unless students are continuing their studies where they will have continued exposure to Moodle, it is more likely that they would be using a business application such as SharePoint. At EIT, SharePoint is being introduced to manage the administration of the Internship as a way to expose students to this technology, as well as a document retention and reporting tool for the School of Computing.

Unique Features: This paper shares the potential benefits of including SharePoint into WIL to other Tertiary Institutes that are considering similar bridges between education and business in their Internship programs and a central point of data retention for historical benefit.

Discussion/Argument: Introducing SharePoint to the program offers benefits to both students and the School of Computing:

- SharePoint becomes a bridge for students between academia and the real world experience. Using SharePoint to deliver proposals, presentations, reports and reflections and final documents, among other processes within SharePoint, gives them an exposure to one of the rapidly growing common business tools.
- This allows EIT to have a method for long term data collection and reporting around the WIL program, as the Moodle courses are cleared each year.

Implications/Issues: There is an opportunity for institutions to enhance the skills of students transitioning from study to career-level jobs. This will also allow for future management and retention of historical WIL data.

Peer Teaching: Applying interactive initiatives in preparation for the workplace in the Culinary Sector

Chantal Pillay, Cordon Bleu New Zealand

Peer teaching has been in existence since the Ancient Greeks and extensive research in school programmes has shown it to be an effective strategy in schools however there seems to be little research on the benefits and effectiveness in adult and tertiary education. In this study, the second year cohort of the Bachelor of Culinary Arts and Business conducted a series of practical food and beverage training sessions with the first year cohort of the same programme. The aim was to prepare first year students for a work place experience and to enable the second year cohort to apply management skills and knowledge in a realistic working environment.

This study looks at the benefits and effectiveness of this peer teaching initiative in an adult education setting and how it can be used to prepare students for the workplace.

The research was conducted using surveys, lecturer observation and student project feedback. The research was conducted with a small sample of students from the first and second year cohorts who were involved in peer teaching. This study reports on the students feedback on the process they used to conduct the peer teaching. The analysis highlights what students learnt through peer teaching and how effective the peer teaching was in preparing students for work in the Culinary Industry. The research also looks at how peer teachers applied management knowledge and skills in preparation for management roles in the work place.

The results provide insight into peer teaching as an interactive and valuable teaching and learning strategy that helps students in preparation for the hospitality industry. Students reported that their technical skills were reinforced however learning to work in and manage teams was a greater focus. It also highlighted some challenges students encountered when working within diverse groups and the limitations for preparation in the workplace.

Implementation of a strength and conditioning internship model to maximize the student learning experience

Farzanah Desai, Universal College of Learning

Tim Seaholme, Universal College of Learning

Background/Context: Theoretically, this study provides valuable feedback to internship designers about current practice in tertiary and industry sectors, especially for the elements in the internship design that were theoretically proposed by previous researchers (Murray, Zakrajsek, & Gearity, 2014). Regarding application, the findings of this study provide tertiary institutions with a design for S&C internships and guidance on curriculum development. Future designers of S&C internships may benefit from the components of this internship model that have been proven to maximise students' learning experience and their development as S&C specialists.

Aims: The aim of this study was to evaluate undergraduate exercise and sport science students' learning experiences in a strength and conditioning internship. Moreover, the students' learning experience informed the development of a S&C internship model to maximise the learning experience.

Methods:

Seventeen interns (26.4 ± 7.1 years, 13 males, and 4 females) enrolled in the Bachelor of Exercise and Sport Science degree at the Universal College of Learning (UCOL), New Zealand participated in a semi-structured focus group discussion. Inductive thematic analysis was conducted on transcriptions from four focus group discussions and four dimensions of the internship experience were identified: relationship, satisfaction, ownership and professional specific skills.

Results: Results indicate that subjects valued a supervisor who provided a structural model of the internship and managed that structure: a supervisor who struck the delicate balance of giving subjects autonomy to make decisions but provided the support subjects needed when they encountered challenges. In addition, facilitating the development of ownership was achieved by voicing high expectations in the form of job descriptions for the interns. There was a high level of satisfaction among subjects and this was correlated with the wide range of hard and soft skills acquired in the field of strength and conditioning.

Conclusions:

The practical implications of the research findings provides guidance on an effective model for strength and conditioning internships, based on interns lived experience. A checklist provides strength and conditioning professionals and educators with practical methods in which they can successfully cultivate effective strength and conditioning professionals.

Thursday 27 April – 9.05 – 10.45am: Right stream

Double down on internship recruits: How do we enhance the WIL connection?

Tina Blumenthal, Eastern Institute of Technology

In 2011, the Eastern Institute of Technology (EIT) merged with Tairāwhiti Polytechnic in Gisborne. This extended the programme portfolio to include the Bachelor of Computing Systems (BCS). Students who undertake this degree are required to complete a work-integrated learning event, in their final year. Further to this, Cleland and Steele (2015) state that traditionally, within a computing qualification, work-integrated learning (WIL) has been in the form of internship or final project. This paper explores a local work-integrated learning initiative that was triggered by an industry representative, whose goal was to fulfil recruitment demands for the right candidate for an IT position.

Unique Features: Real work problems are introduced by industry specialists into BCS subject lab sessions. This 'open source education' initiative presents an opportunity for local industry representatives to leverage the WIL relationship in a manner that invests in the discovery of students who can become aware of, and, assist in solutions to current problems or subject specific issues.

Discussion

What is the role and influence of an automated recruitment system when determining a candidate's suitability for a highly specialised, advertised position?

Where does the verification and accountability come from, that decides a candidate's suitability for employment?

What role does 'open source education' play in work integrated learning initiatives, where do the benefits lie and how is this verified in the CV calling card?

Implications/Issues: Teaching resources used in delivery, sometimes differ from brands and practices used by industry representatives. This may be an opportunity to inform educators of new and current practices or an opportunity to develop an understanding of a different method or tool. At worst, this may create uncertainty and issues that question confidence in the mind of a graduate.

Content and language integrated learning approach in the Diploma in Early Childhood Education level 5 programme.

Tanya Pintchouk, Whitireia New Zealand

Background: Diploma in Early Childhood Education (ECE) at the Whitireia Auckland campus is for international students only. Practicum placement is a part of the curriculum. Such form of experiential learning is both beneficial and challenging for the programme's second language learners.

Unique Features: To help the students to cope with the ECE courses and to be adequately equipped for practicum placement requiring overt demonstration of skills and competences, language assistance is included in the support structures for such students. Moreover, in the programme, the Academic Proficiency in English and Advanced English for ECE courses are embedded in the programme's curriculum and the acquisition and development of the language skills are interwoven in all the ECE subjects. The content of the language courses is ECE-curriculum focused.

Discussion/Argument: The aim of the presentation is the evaluation of some existing effective approaches and pedagogical strategies (Content and Language Integrated Learning or CLIL and Curriculum-focused Language Teaching) to impart the importance of incorporating language support for international students in the mainstream curriculum with a particular focus on the practices adopted in the Diploma in ECE at the Whitireia Auckland campus.

Some perspectives in the field of interest with the emphasis on the approach applied in the delivery of the English courses in the two-year Diploma in ECE will be presented together with the analysis of how the content of the English classes mirrors correlating ECE topics and of how this links to the practicum placements tasks.

Implications/Issues: It is planned to use the information collected in further research or case study. Underpinned by the assumption that every teacher is a language teacher, it should aim at obtaining data to provide practical advice to non-language disciplines' teachers to focus more on resorting to specific academic language standards. It is assumed that it will help the students to perceive the subject matter better aligning overlapping concepts in adjacent ECE disciplines. Compiling integrated glossaries with common and specific academic language units should encourage ECE subject teachers to embed the important language content into their teaching (CLIL approach for subject teachers). Further analysis of the implementation of CLIL approach in the ECE courses of the programme may be of use to other programmes delivered to international students through the medium of English.

"Alone: great. Together: exceptional". Education and nutrition inter-professional collaborative professional placements for better childhoods

Megan Gibson, Queensland Institute of Technology

Julie Davis, Queensland Institute of Technology

Danielle Gallegos, Queensland Institute of Technology

Carolyn Keogh, Queensland Institute of Technology

Alison Evans, Creche and Kindergarten Association

Background context: With the increasing negative impacts of poor diet, inadequate exercise and high levels of screen time experienced by children, families and communities around Australia, early childhood settings have become crucial places to provide support for children's health and wellbeing. This complex issue calls for innovative ways of working with children and families, and inter-professional work, that sees authentic collaboration between disciplines, has much to offer.

This presentation presents the results of a student placement model developed by the Queensland University of Technology (QUT), which introduced co-disciplinary professional experiences for Education and Health students. This research project examined how students benefit from practical, real world, community-integrated learning; how academic staff across the two Faculties are able to work collaboratively within a real-world context, and how partner organisations experience and benefit from the collaborations with a University's staff and students.

Aims: The aim of this research was to:

- * develop a model of inter-professional collaborative professional placements across early childhood and nutrition;
- * strength inter-professional collaborations across disciplines and with a key partner organisation;
- * document and explore the possibilities that this model offers for academics, students and the field.

Methods: Action research was conducted to explore the perspectives and learnings from participants and stakeholders regarding the inter-professional professional experience. Participants included ten students (five Health and five Education) and four University academic staff. Five final year Nutrition and Dietetics students undertook their Community and Public Health Nutrition placement along with five second year Early Childhood students in child care centres. The students were placed in five different early childhood centres, managed and affiliated with partner organisation, the Creche and Kindergarten Association. The students completed their professional experience placement in pairs, with a robust framework that supported collaborations, understandings of one another's discipline area and communications about their key assessment tasks that were requirements of their respective placements. The students worked in partnership to plan, implement and evaluate a shared project about social meal times within their centre.

Data collection over the course of the project included multiple sources of evidence:

- Face-to-face interviews involving academic staff from the School of Early Childhood and School of Exercise and Nutrition Sciences
- Two focus groups involving participating students from the School of Early Childhood and School of Exercise and Nutrition Sciences
- Field notes recorded by the principal and co-investigators, derived from incidental conversations and observations during meetings and workshops.

- A detailed case study involving one of the centres:
 - o Documentary evidence such as policy statements, curriculum materials and guidelines for professional experiences, email correspondence, minutes of team meetings
 - o Face-to-face interviews with the leading educator/director
 - o Tertiary students' written work/reports.

Data was analysed applying an inductive and deductive thematic analysis framework.

Results: Results identified the overall program as extremely positive. Students were able to combine their skills in a robust collaborative process within a real-world experience. The project gave early childhood professionals, as part of their initial training, the opportunity to examine their core discipline knowledge and enhance it with other disciplines to address the nutritional needs of the community. For nutrition and dietetic students it provided an opportunity to understand how to integrate their professional knowledge within the early childhood context; and enabled them to develop an appreciation of the underpinning pedagogy. The centres gained resources and connections with new professionals, building cross-disciplinary relationships which contributed to create strong health promoting communities and families.

Conclusion: Inter-disciplinary collaborative professional experience placements have potential multiple benefits – for students, for their academic supervisors and the host site. Additionally, this research looked to a timely and complex issue, children's health and wellbeing, and demonstrated the benefits of considering such an issue through inter-professional considerations. The presentation captures these benefits, though illuminates some of the challenges in designing and implementing a co-located, interdisciplinary professional experience placement.

Thursday morning 11am – 12.15pm Left Stream

Arts Edge at James Cook University: Reflections on optimising the capstone experience and WIL for Liberal Arts students

Marie M'Balla-Ndi, James Cook University

Amy Forbes, James Cook University

Background/Context: In the last decade or so, the value of a Liberal Arts education has been undervalued and deemed problematic in discussions of WIL and future student employability.

The increased attention, value and funding given to STEM career areas has exacerbated the issue by offering clear professional pathways and attractive remunerative careers.

In earlier papers (Kuttainen et al., 2010; Craven & Forbes, 2012), we discussed the redesign of the Arts curriculum at James Cook University, and in particular, the establishment of core and capstone subjects in the BA. We contextualised these curriculum changes in terms of our address to the transition of BA students into university, and out through WIL and ultimately, preparedness for employability in the various professions.

Aims: In the spirit of the JCU Graduate Attributes, the core mission of JCU's Arts capstone subject, Arts Edge (BA3000), is to offer students the opportunity to 'look back and forward' on their Arts education and training. In other words, the emphasis is on students reflecting on their gained knowledge and its application in the future, as well as the opportunity to develop reflection for specific employment and preparation skills.

In this paper, we discuss our attempt to develop innovative pedagogical strategies in Arts Edge to ensure that the subject 1) addresses the needs of a fairly large student cohort with very diverse backgrounds and experiences, and 2) supports multi-campus and multi-mode delivery in Townsville and Cairns, as well as intra-campus engagement, student mobility and internationalisation of the student experience.

Assuring quality work-integrated learning experiences: A multi-disciplinary, student-centred approach

Cassandra Saunders, University of Tasmania

Annette Marlow, University of Tasmania

Background/Context: In today's competitive global employment market, university graduates are not only required to demonstrate adequate knowledge and skills to succeed, but must also be able to transform theoretical understandings into effective performance. Work integrated learning (WIL) provides a key mechanism to increase a students' professional capability, providing 'real-life' practice that influences professional development and attitude. Higher education institutions are increasingly recognizing the importance of scaffolding a range of authentic and experiential learning experiences throughout the curriculum. Despite this, there is a paucity of evaluative mechanisms to measure students' WIL experiences consistently and systematically, both institutionally and across the sector.

Aims: The key objective of this study was to develop a multi-disciplinary online WIL evaluation tool to: a) measure and compare students' WIL experiences to inform curriculum, build support of students, staff and placement agencies and capacity and capability of placement venues, and; b) facilitate sharing of practice and consistency of approach for evaluating WIL across the sector.

Methods: An online WIL Evaluation Tool was designed and developed based on a comprehensive desktop review of the literature and existing student surveys that identified gaps in current evaluative mechanisms and informed key areas for survey items; preparation prior to starting WIL, level of engagement with active learning and opportunities to develop a professional sense of self. The WIL Evaluation Tool has been trialed extensively in 27 units across seven disciplines. Two weeks prior to the completion of their placement all students enrolled in each unit were provided with the opportunity to voluntarily complete the survey via email. Surveys were open for three weeks. Quantitative data was computer-analysed to generate descriptive statistics. Qualitative data was analysed through a process of progressive categorisation to identify key themes.

Results: Common themes were identified across all disciplines. Key areas that helped learning were; learning opportunities, the culture of the placement and the level of supervision and support offered. Findings highlighted the importance of a supportive WIL environment in fostering students' learning. Students reported a more positive learning experience when the staff were actively engaged in their learning, were available to ask and answer questions, encouraged independent learning and provided opportunities to apply theoretical knowledge. In contrast to this, aspects that hindered learning were the lack of learning opportunities, ineffective supervision, lack of support offered and inadequate preparation. Not surprisingly, students felt particularly hindered in their learning when they were made to feel unwelcome or a burden, or received little guidance. Subsequent feedback from university staff indicates that the quality of the data collected is far superior to that previously available and the ability to be able to provide detailed feedback to placement organisations has been highly valued.

Conclusions: The WIL Evaluation Tool provides: 1) a practical method of assessing and reporting students' perceptions of the quality of their learning experience and how they take responsibility for their own learning while on placement, and 2) a consistent strategy to measure and benchmark the quality of WIL experiences across disciplines.

Emotional fallout of WIL: Triggers for positive and negative reactions in students

Anna Rowe, Macquarie University

Theresa Winchester-Seeto, Winchester-Seeto Consultancy

Background/Context: Work-integrated learning (WIL), service learning and other forms of experiential education can be an emotional and sometimes daunting experience for university students. Some may be entering the workplace for first time (in the case of placements/internships), and experiences such as receiving feedback, facing setbacks/failure and having beliefs and assumptions challenged can potentially evoke strong feelings. Available literature is limited and heavily situated within nursing and other practice based health sciences. It is thought that strategies such as debriefing and reflection may be useful approaches for mediating students' emotional responses in WIL (Bender & Walker, 2013; Overstreet, 2010). Mostly negative emotions are reported in the WIL reflection and debriefing literature, with fewer mentions of positive feelings (e.g. Carson & Domangue, 2013; Willen, 2013). Hence, there is a tendency within existing scholarship to frame teaching strategies around managing emotions arising from challenging or confronting experiences. Our research aims to extend existing literature by exploring and identifying the range of emotions experienced in WIL (i.e. both negative and positive), and the triggers for such responses. While some mention is made of the underlying causes of emotional reactions in existing scholarship, much of this evidence is anecdotal.

Aims: A small exploratory study was undertaken to examine the varied uses of debriefing in WIL (Winchester-Seeto & Rowe, 2016). This paper reports preliminary findings from one aspect of the research, that is, the identification of emotions experienced by students in WIL contexts and the triggers for these reactions (i.e. the types of situations they are associated with), based on reporting of academic and host supervisors.

Methods: Semi-structured interviews were undertaken with 23 WIL supervisors, located in both universities (n=18) and partner/host organisations (n=5). Participants were situated across a range of disciplines and institutions/organisations within Australia and NZ. Coding of interview data was informed by both inductive and deductive methods of analysis, drawing on social psychological theories of emotion.

Results: Preliminary analysis reveals that students experience a range of emotions in WIL, both positive and negative. University and host supervisors report that WIL is often associated with anxiety, embarrassment, frustration, guilt and anger, but can also be a source of enjoyment, passion and confidence. Triggers of students' emotional responses were found to center around five key areas: interpersonal, personal, the placement, performance and the unexpected/unfamiliar nature of WIL.

Conclusions: Preliminary findings suggest that WIL is an emotional experience for students, at least enough to be observed by the supervisors. There may indeed be more emotional responses that are hidden from external view. Within WIL and experiential learning more broadly, emotions appear to be involved in the processing of negative or traumatic events; managing experiences; development of emotional intelligence; personal growth/self-awareness and challenging assumptions (e.g. Freshwater & Stickley, 2004). Understanding the types of emotions experienced and triggers for such reactions is crucial for informing teaching strategies such as debriefing and reflection (which are intended to assist students process emotions and reactions to events), as well as enable WIL practitioners to develop more effective supervisory practices.

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Thursday morning 11am – 12.15pm Right Stream

Co-operative education project - Employers: Are they happy?

Deniss Yeung, Waikato Institute of Technology (Wintec)

Brent Wood, Waikato Institute of Technology (Wintec)

Background/Context: In 2015 Wintec offered a cooperative education project in the Bachelor of Applied Management programme and the Graduate Diploma in Business for the first time. It is essential to obtain feedback from employers at an early stage for a performance check and continuous improvement so as to deliver quality education.

Aims: The research project aims to find out whether employers' expectations are met in areas including students' organisational, technical and interpersonal skills as well as their intention to host future business students from Wintec.

Methods: For phase one questionnaires with both closed and open-ended questions were sent to all employers who have hosted students in their final year of the two programmes. Fifty-six employers filled questionnaires that were returned for analysis. Microsoft Excel was used for analysis and graphic presentation, plus an analysis and development of themes for the open-ended questions. Phase two will be face-to-face interviews with available employers that we planned to be carried out in mid-2017.

Results: In general, employers rated students better in interpersonal skills followed by technical skills and organisational skills came last.

Closed ended results show that students performed best in, co-operation followed by reliability, motivation, punctuality and speed of performance also achieved satisfactory outcomes. Creative thinking and communication received the poorest feedback from employers.

In general, Bachelor programme students performed better than Graduate Diploma students did.

Conclusions: Students overall met employer expectations, but it seems that often the soft skills are lacking.

To improve student performance, in particular the Graduate Diploma Students, additional classes could be offered to address the issues pointed out by employers. For Bachelor students it is recommended to review the assessment methods and self-study direction in 500 and 600 level modules. For examples, allow more room for communication skills, creativity and initiative, time management and planning ability.

More direction and involvement by the educational institute is needed to guide both the student and the business for the duration of the student project. This is essential to the long-term success of the project from the perspective of the employer and the student.

The researchers planned to undertake further research to ensure that both graduates and employers needs are fulfilled.

What students want in a mobile app: Reflection for WIL and cooperative education

Marina Harvey, Higher Education Consultant

Michaela Baker, Macquarie University

Kate Lloyd, Macquarie University

Kath McLachlan, Macquarie University

Anne-Louise Semple, Macquarie University

Greg Walkerden, Macquarie University

Background/Context: Engaging in reflective practice, to learn through the WIL or cooperative education experience, is a common course requirement. It is also common to rely on text-based journaling for this reflective practice (Clark & Burgess, 2009). Reflective practice needs to be scaffolded (Coulson & Harvey, 2013). A challenge is how to best support and scaffold reflective practice when students are engaged in blended or online modes of delivery, or in off-campus placements.

Aims: The iReflect project aimed to identify the mobile learning needs of students, with a focus on students who were learning through a placement experience in remote areas that may lack, or have unreliable, internet access. The identified mobile learning needs would then inform the 'agile development' of a mobile learning app that enables students to document and upload reflection, allows for push notifications and functions offline.

Methods: Participatory Action Research (PAR) and Distributed Leadership provided the research framework. A mixed methods approach was adopted to collect the data. Undergraduate scholars, in collaboration with a team of cooperative education academics, led the data gathering phases. Starting with a series of student focus groups, the second phase saw students at one metropolitan Australian university being surveyed (n=81) to learn about their technological needs in relation to reflective practice and mobile learning.

Results: Triangulation of the qualitative data (focus group and open-ended survey questions) with the quantitative survey data enabled investigation using thematic textual analysis and descriptive statistical analysis. User needs identified mobile technology that: provides reflective prompts; enables documentation as text, images, audio or drawing (Harvey et al. 2016); can be used offline; provides customisable templates for reflection; engages sceptics or newcomers in the theory behind reflective practice in relevant ways; and provides user control of data management.

Conclusions: Students (and teachers) are not homogenous in their knowledge of, or attitudes towards, reflection for learning and therefore need to be scaffolded with their reflective practice. A scaffold can be technological - namely a mobile app.

The analysis and interpretation of the research data identifies student mobile learning needs. This information will provide the foundation for the development of multiple user stories, a starting point for an agile exploration of information systems and apps (Pocket Studio, Pebble Pad and Mobile Learning) to support reflection for learning both on- and off-line.

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Thursday 2pm – 3.15pm Left Stream

Developing a sustainable model for international sport based WIL placements

Deb Agnew, Elizabeth Abery, Shane Pill, Janice Orrell, Kerry Bissaker, Samantha Schulz and Daniel Mather

Flinders University

Background/context: As a result of a successful New Colombo Plan (NCP) Mobility Grant from the Department of Foreign Affairs and Trade in 2015, Flinders University Bachelor of Sport, Health and Physical Activity (B.SHAPA) students have the opportunity to complete an international placement in the area of sport development in India. A second successful NCP Mobility Grant in 2016 will enable students to complete a sport for development project in Vanuatu. Both of these grants will provide three years of funding for international placements. Experiences of the first cohort of students and supporting staff to India in 2016 have highlighted the need to develop additional skills and knowledge prior to the students' departure from Australia. Consequently, for future students who undertake international placement opportunities within B.SHAPA, additional international and culturally specific preparation components not currently part of the "Sport Industry Professional Experience Preparation Topic" will be incorporated. The first study tour to India in 2016 identified the skills that need to be included are intercultural sensitivity development, cultural literacy and diplomacy, entrepreneurship, and travel planning and risk management. Therefore, these skills are the focus for the international sport based WIL placement model.

Unique features:

The University International Centre hosts a formal Pre-Departure program for students undertaking a component of their studies abroad however support for short term international activities is delivered in an ad hoc fashion across the University. The current project provides an opportunity to use the B.SHAPA NCPs as a model for developing resources that could be applied across the University where similar short term engagement in international contexts apply. Deliberately preparing students for the possibility and realities of intercultural and international sporting experiences post-graduation both abroad and at home is important. This innovation will:

1. Enable an explicit development of an evidence informed approach to preparing students and staff for the international WIL component that can be utilised by other faculties.
2. Attend to the unique feature of a sports based program and the opportunity it offers for deliberately developing and enhancing graduate capabilities in entrepreneurship and socio-cultural capability.
3. Ensure that the 'wisdom of practice' that is currently being developed in this initiative is articulated and transformed into principles and practices that can be disseminated.

In shaping the WIL programs and associated research studies, we recognise that, even for Australian academics whose concerns centre on domestic educational, social and sporting affairs, Australian issues are not excised from their larger regional contexts. Moving forward, it will be increasingly difficult to divorce our work as scholars and educators from wider regional concerns, or to ignore the widespread influence of postcolonial thinking that characterises social science research in a world context (Connell, 2015). We aim to take full advantage of the WIL programs by considering their location in broader social, historical and cultural relations, using our combined expertise in the areas of sociology, educational leadership, physical and health education, and critical approaches to

qualitative research methods to carefully assess the challenges and opportunities for staff, students and members of host countries alike, as we negotiate the intricacies of cross-cultural educational and sporting encounters – these are vital considerations when seeking to internationalise curriculum by enhancing students’ and educators’ capacity for socio-cultural encounters.

Discussion/Argument:

This paper discusses the design of a proposed program that will be run as a specialised international module within the current placement preparation topic which is undertaken by all B.SHAPA students prior to the commencement of any WIL placement. The discussion will focus on the components of the proposed program which include: intercultural sensitivity development, cultural literacy and diplomacy, entrepreneurship, and travel planning and risk management. The program includes modules and a resource pack that is specific to the international placement destination to better prepare the students for the experience. The project provides an opportunity to use the B.SHAPA NCPs as a model for developing resources that could be applied across the University. It will also be a catalyst for the development of cultural literacy, which is a key capability currently needed in the sports industry.

Implications/Issues:

This program intends to develop resources that will contribute to the development of sports graduates who (1) have entrepreneurial dispositions skills and knowledge, (2) have an informed appreciation of the role sport can play in economically and socially challenged communities and (3) have identified and extended their own strengths and capabilities in regard to be leading sporting activities in culturally diverse communities. Greater opportunities for more students to gain an international WIL experience may lead to more innovative and entrepreneurial graduates. The learning from this international experience will have benefits for current and future stakeholders and contribute to improved employment outcomes for students. Programs such as this also have the potential to support and develop ongoing international collaborations the university and its WIL partner organisations. We believe that intercultural encounters through WIL placements will prove sustainable only insofar as they are mutually beneficial. Our belief is that mutual benefits will arise if our efforts are informed by wisdom of experience. Rather than reproducing the parochial purview that host destinations have something to gain from ‘developed’ Western knowledge systems and practitioners, we view these encounters in terms of being two-way streets rich with opportunity for interchange, reflection and education.

An innovative university wide approach for evaluating WIL curriculum and pedagogy

Anna Rowe, Kate Lloyd and Anna Powell

Macquarie University

Background: PACE (Professional and Community Engagement) is an institution wide program at Macquarie University, Australia which aims to provide WIL, service and other experiential/practice based learning opportunities to students. A central review of all PACE units (courses) at the institution was recently initiated to collect information on curriculum and teaching practices. This was prompted in part by previous research which has established that curriculum design/pedagogical strategies are as important as the WIL activity (e.g. internship, simulation, project work) for achieving learning outcomes (Billett, 2015). Other drivers included recommendations from an earlier audit and management directives to evaluate the program. This presentation will showcase the survey tool, and outline the process of survey development and data collection, within the context of the wider evaluation and assessment framework. The unit review is one component of a broader evaluation of PACE to determine its success against employability and active citizenship outcomes for students, as well as program quality enhancement. The Theory of Change methodology has been used to inform the PACE evaluation framework. Theory of Change is particularly useful for programs such as PACE, that are strongly influenced by external contexts and require organisational and cultural change (Weiss, 1995).

Unique Features: An online survey tool 'PURE' (PACE Unit Review Evaluation) was developed collaboratively between a range of stakeholders including an evaluation consultant, central/faculty teams and unit convenors. The survey is innovative in that it serves multiple purposes, including identification of: staff needs around resources and processes (thereby informing budget/resourcing); curriculum/pedagogical strategies being used to deliver PACE; and evidence of how each PACE unit impacts on students. The survey instrument is also unique in that it is aligned with, and designed to feed into accreditation and other formal university processes such as cyclical institution led unit reviews. At a broader level, the survey is an example of how evaluation and research (which are usually separate/isolated processes) can be integrated, as data will eventually be used for both purposes. This bringing together of evaluation and research is particularly innovative given challenges documented around evaluation of WIL (Deves, 2011). Finally, the survey is informed by an action learning 'cycle of enquiry' in which the acquisition of knowledge involves a sequence of research cycle questions – observe, action, reflect, plan and act (Wadsworth, 2010).

Discussion/Argument: The process we are using aims to promote a coordinated approach to understanding and connecting what's happening at department, faculty and central levels within an institution wide WIL program. We will report on the project's progress to date, key findings, as well as strategies for addressing issues that have arisen. In addition to areas mentioned the unit review has also promoted engagement and collaboration among a range of stakeholders who would otherwise have little contact, thereby facilitating cooperation across sections of the university.

Implications/Issues: Evaluating WIL is challenging. Despite some limitations of our survey instrument, the overall evaluation approach is innovative, and if successful, could inform cross-institutional approaches to reviewing WIL curriculum, as well as a method for combining research and evaluation. Specifically, the tool provides a ready-made instrument which can be modified to fit the needs of other institutions wanting to review/evaluate their own WIL courses (and draw comparisons at discipline/faculty level). It could also potentially enable cross-institutional comparison of WIL pedagogy, and in turn assist with benchmarking and/or identifying the most effective strategies (including pedagogical strategies) for delivering WIL courses.

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21st century integrated learning: Engaging cultural diversity in an undergraduate nursing programme

Miriam White, Whitireia New Zealand

Alexandra Wordsworth, Whitireia New Zealand

Background: Changes in the profile of New Zealand as a super diverse country will impact upon workforce, society values, traditions, technology and community. Smith, Ferns, and Russell (2014) identified these areas as key drivers in determining how knowledge is generated, requiring the need to support learners through a contemporary pedagogy to generate new knowledge through a purposeful curriculum.

Unique features: A literature review was conducted in the field of workforce and educational models. From the findings the move toward problem based learning models was supported, which has since developed into interactive-based learning. The point of difference of interactive-based learning is the relationship between the student and teacher.

Discussion/Argument: The current literature on interactive based learning questions how teaching and learning requires support from the tertiary institution and faculty members. In this presentation ways in which a facilitative teaching model engages students from cultural diverse backgrounds will be discussed. Further the influences on creating a safe space to learn, using a mix of teaching will be outlined. The discussion will raise the importance of purposeful design of curriculum with embedding the authentic realities of society and thus ensuring potential work ready graduates.

Implications and Issues:

The key implications of the 21st century learner requires the teacher and tertiary institutions to create a learner- centred environment that identifies the twenty first century factors of the changing learner demographics, workforce and globalization requires pursuing innovative models to effectively engage learners. Within a contemporary educational philosophy supporting diversity requires the teacher to be aligned to the learner's needs and is flexible to support safe and inclusive curriculum sensitive to diverse learners (Alalshaiku, 2012).

Furthermore Smith, Ferns and Russell (2014) identify employability skills as adaptability, flexibility, team work, autonomy, problem-solving, critical thinking, collaboration, self- directed learning, communication skills, and a desire to understand, seek and develop new knowledge. Interactive-based learning has the potential to equip the students with skills for the 21st century.

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Thursday 2pm – 3.15pm Right Stream

Connecting the dots: industry | academia | online

Sarah Snell, Open Polytechnic

Catherine Snell-Siddle, Open Polytechnic

Background: Strategies for ensuring online students are provided with cooperative education opportunities, enabling them to engage with industry, require some creative pedagogical approaches to foster industry stakeholder engagement. The institution under discussion in this paper delivers its programmes solely through an Online Distance Flexible Learning (ODFL) model, and is a specialist provider in distance learning. A new Bachelor of Information Technology degree is to be delivered in 2017 and one of the challenges is to provide ways to enrich the learning experience with real world connections and networking opportunities.

Unique Features: The Open Polytechnic of NZ is unique to most other ITPs in New Zealand with a core constituency of vocational adult learners, 70 per cent of whom are already in employment, and 95 per cent studying part-time. The demographics also differ to many other ITPs, in that students are 60 per cent female, and the largest age group is between 25-34 years of age. Most programmes are delivered entirely online to students located throughout New Zealand. This creates challenges in providing students, who aren't already in an IT work environment, with opportunities to connect with industry.

Discussion/Argument: This paper provides a discussion of the strategies that will be used to connect online students from the Bachelor of Information Technology with industry stakeholders. There are a range of ways to enrich the learning experience for online students with real world connections and networking opportunities. These include industry presentations, online forums, and regular ebulletins/blogs.

An industry presentation in the context of online delivery would consist of prerecorded interviews with industry champions, that are loaded into the digital learning platform - iQualify. Where a traditional delivery approach has guest speakers from industry come into the classroom and students gather together in one room at one time, this online delivery approach means students have flexibility as to when they wish to engage and how many times they wish to view the guest speaker interview or presentation.

Each of the guest speaker interviews/presentations will be followed up with the opportunity for students to engage in a forum discussion facilitated by their lecturer. The timing of these forums needs to be considered, as many students are part time and in work, so ensuring the online forums are available at multiple times is vital.

The ebulletin or blogs will include current industry events and happenings, networking opportunities and topical news that cover the many geographic locations where students are based, rather than focusing on the particular region that a tertiary provider is situated in.

Implications/Issues: While online students can study in their own time and at their own pace, one of the pedagogic challenges of online learning revolves around isolation and the lack of face-to-face contact. By providing online students with opportunities to connect with industry, take part in online forums, and attend networking events, not only is their learning experience enhanced, they will also have a greater awareness of the current IT environment and be more well equipped to move into their IT career upon graduation.

Threesome, fivesome or more: navigating stakeholder relationships in the delivery of WIL

Theresa Winchester-Seeto, Winchester-Seeto Consultancy

Jacqueline Mackaway, Macquarie University

Background: Work-Integrated Learning is a unique pedagogy involving multiple stakeholders. Models vary across disciplines and institutions, but the stakeholders often include: universities/HE institutions; host organisations e.g. business, industry and community organisations; academic and professional staff; supervisors from host organisations; and students.

Over the past decade, various studies have advocated developing strong, mutually beneficial partnerships between the relevant stakeholders for the long-term viability of WIL and best outcomes for students (e.g. Orrell, 2011; Patrick et al., 2009; Winchester-Seeto et al., 2015). It is argued that this will become more necessary if WIL is to fulfil expectations of delivering increasing numbers of employable graduates into the knowledge economy.

Unique Features: This presentation explores two related questions:

Q1: What are partnerships?

Q2: Do partnerships exist between institutions, individuals, or a combination, and does this matter?

To examine these ideas the authors draw on data and insights from related research conducted over the past five years (e.g. Mackaway et al., 2014; Rowe et al., 2013; Winchester-Seeto et al., 2016). For the purposes of this study, the role of the student is not specifically examined.

Discussion/Argument: The term partnership is used in two different ways for WIL. Firstly, it is used in a formal sense e.g. a legal agreement with obligations and responsibilities of all parties e.g. health and safety, induction, intellectual property etc. As WIL becomes more common and involves more students, this kind of partnership is vital in ensuring the smooth operation of WIL, and for safeguarding all parties. Used in this way a partnership will be predominantly between two institutions and usually the student as well – the classic threesome or triad model.

Partnership can also mean a relationship characterised by the mutual cooperation and responsibility, in this case for the successful delivery of WIL, and education of students. Delivery of WIL is commonly considered to be based a three-way relationship or partnership. The parties involved, however, differ depending on the study, they can be either a university, host organisations and student; or an academic supervisor, host supervisor and the student (Fleming, 2013; Winchester-Seeto et al., 2016). In reality, all five of these parties are involved one way or another, and have relationships with each other.

Three case studies will be examined to ascertain some of the nuances of these relationships (or partnerships), and the problems that can ensue when there are mismatches between the views, values, actions or even indifference of the parties involved.

Implications/Issues: Whilst the formal and legal sense of partnership is almost inevitable as WIL becomes institutionalised, the cooperative relationship sense is more problematic as it relies on the attitudes, needs and motives not only of organisations, but of individuals. Things can quickly become complicated and compromised due to lack of communication, different agendas and lack of support. Failure to understand the true nature of relationships and how these impinge of the delivery of WIL can derail well intentioned initiatives and threaten sustainability of WIL in the long-term.

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Developing a collaborative partnership model to facilitate successful WIL outcomes for students, staff and industry stakeholders

*Annette Marlow, John Kenny, Rosalind Bull, Brooke Sheldon and Wendy Green
University of Tasmania*

Work Integrated Learning (WIL) is a crucial part of the preparation of undergraduate students within health related courses. Students spend a significant part of their course time practising in off campus venues. While this real world experience is usually highly valued by both students and practitioners, there are significant problems reported in the literature in establishing the connections and building the relationships between the University and the external health organisations to ensure that students and external practitioners are able to gain the most benefit from their experience (Creedy & Henderson, 2006; Patrick et al., 2008; Miller et al., 2015). Additionally, it is well recognised within nursing programs that the quality of student placement experiences and subsequent learning, is dependent on the quality of relationship between the education and health sectors (Courtney-Pratt et al., 2011; Taylor, et al., 2015).

A collaborative partnership model to facilitate provision of quality Work Integrated Learning (WIL)/Professional Experience Placement activity was implemented in Tasmania in 2016. The project outcomes and processes used for engaging students, academic and healthcare staff in meaningful and purposeful conversation and activity related to successful Work Integrated Learning (WIL)/Professional Experience will be reported. The formalized partnership approach has enabled open dialogue between all stakeholders whilst fostering the notion of reciprocity and mutuality of experience. Additionally, the process has provided a mechanism for healthcare colleagues to positively influence curriculum development, to provide meaningful feedback and to initiate change within their organisation.

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Thursday 3.45 – 5.05pm Left Stream

What's in it of me? Accounting students' perceptions of WIL

Trish Clokie, Waikato Institute of Technology (Wintec)

John Gourdie, Waikato Institute of Technology (Wintec)

It is well acknowledged in the literature that both businesses and academics recognise the value of work integrated learning (WIL) for students (Coll et al., 2009; Dressler & Keeling, 2011; Leong & Kavanagh, 2013). This can be seen in the shift in focus to applied programmes in New Zealand tertiary institutes, which are following international trends and using internships, placements and specific case studies to develop students' understanding. The benefits of WIL are noted in the following areas: improving students' ability to contextualise their learning so that they are able to make appropriate decisions in a work situation; helping students develop the skills they are required to use in the workplace (Bridgstock, 2009 in Leong & Kavanaugh 2013) and playing a role in recruitment and retention as students who have experience of WIL are more likely to be recruited and retained by businesses for longer time periods.

Our research explores what accounting students at different levels in a large regional polytechnic think about work integrated learning and whether their perceptions change as they progress through their degree. By establishing the perceived relevance of WIL from a student perspective, tutors will be able to further contextualise the learning process.

The accounting student cohort consists of students working in professional accounting as well as students who have never worked at all.

The method used to establish this information involves in-class surveys of accounting students who are in their first, second and third years of study. The surveys include a series of questions using Likert scales and open-ended questions. Data is analysed using key themes identified in the literature.

As the research is still in progress results are not available; however, a better understanding of students' perceptions of work integrated learning should assist in ensuring that students are well prepared for the professional environment.

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Using grounded theory to explore learners' perspectives of workplace learning

Julie Bytheway, Otago Polytechnic / University of the Sunshine Coast

This presentation focuses on the methodology of research into workplace learning. Undertaken as PhD research at the University of the Sunshine Coast, this study uses grounded theory (Glaser & Strauss, 1967) to explore learners' perspectives.

Background/Context: English is a global language and English language teaching is an international multibillion dollar industry (Crystal, 2003; Graddol, 1997). The demand for English language teachers now far exceeds supply, so English language teaching providers have responded by dramatically lowering the usual standards required to teach (Howson, 2013; Santiago, 2002). Unfortunately, many people incorrectly believe that if adults can use a language, they can teach that language (Golombek & Johnson, 2011; Richards, 2008). Adults who use English proficiently now teach English without formal learning about learning, teaching, English nor applied linguistics and often without second language learning experiences. These teachers learn to teach in workplaces without the support of teacher education.

Aims: This hiring of unqualified teachers presents a valuable opportunity to look beyond the usual parameters of teacher education to examine how adults with diverse experiences learn to teach English as a second language. This study explores the perspectives of teachers who have not participated in formal teacher education programmes. The main research question is "How do teachers without teaching qualifications learn teaching skills?" The resulting substantive grounded theory will provide recommendations to improve teacher education managed by educational institutes, including on campus, blended, distance, and work-integrated learning. We need to explore all possible perspectives because to date research appears to be inconclusive about the effectiveness of teacher education (Darling-Hammond, Holtzman, Gatlin, & Vasquez Heilig, 2005; Ingersoll, 2012; Ludlow, 2013).

Methods: Grounded theory is an emergent and generative research methodology derived from pragmatism (Mead, 1967) and symbolic interactionism (Blumer, 1969). Designed as "a reaction against ... 'grand' theories produced through the logico-deductive method of science" (Denscombe, 2007), grounded theory does not test hypotheses (Birks & Mills, 2012) nor impose preconceived ideas on the world (Urquhart, 2013). Grounded theory studies are inductive enquiries that focus on participants' social processes in complex real-world contexts where multiple influencing factors occur simultaneously (Andersen, Inoue, & Walsh, 2013).

Grounded theory integrates research processes (Birks & Mills, 2012; Urquhart, 2013). The questions, literature, sampling, data collection, coding, categories, and concepts remain open throughout the cyclic and cumulative research process. The research questions focus on "What is happening...?" and literature is reviewed as the substantive area of enquiry emerges. Everything is considered data. Codes are derived from the data and are analysed through cycles of constant comparative analysis until a point of saturation is reached.

The initial participants in this study are approximately 10 English language teachers without teaching qualifications teaching in higher education in the Netherlands. Due to the huge geographical distance between the researcher in New Zealand and the research participants, digital audio-video applications will be used to conduct unstructured interviews. Broad open questions will be used to encourage participants to lead open discussions that focus on participants' perspectives, awareness and experiences of self-directed workplace learning.

Sense of belonging, peer support, and social media: Cooperative education students' perspectives

Jenny Fleming, Auckland University of Technology

Margaret McBeath, St Jerome's University /University of Waterloo

Maureen Drysdale, St Jerome's University /University of Waterloo

Background: A cooperative education placement requires students to spend time learning in a workplace environment off campus. Students, while on work placements, often have less access to the support networks that are available on-campus. In addition, the work place experience itself can be inherently stressful. A sense of belonging to the university community, and peer support are identified as important factors for wellbeing among university students (Brunwasser, 2012; Pittman & Richmond, 2008). Interestingly, little is known about whether social media websites and applications provide opportunities to connect with or maintain social and peer support networks for students while on placement.

Research Aim: To explore student perceptions of sense of belonging, peer support, social media, and wellbeing during their cooperative education placements.

Methods: This study is an extension of a larger study led by McBeath and Drysdale at St. Jerome's University in the University of Waterloo, Canada. A quantitative survey was developed to examine the relationships between peer support, sense of belonging, wellbeing and social media for cooperative education students (McBeath, Drysdale & Bohn, 2015). As part of this international collaboration, cooperative education students in a range of disciplines at a New Zealand University were invited to participate in the survey. The survey was constructed of multiple scales. One hundred and three participants completed at least one scale, and forty-nine students completed the entire survey.

Results: The results of this study revealed a number of important findings related to student perceptions of sense of belonging, peer support, and social media both when on campus and during cooperative education placements. It was shown that students reported strong levels of perceived sense of belonging and social support when on campus but that they experienced a moderate decline in these levels when they were away from campus. The exception was for international students, who reported higher levels of sense of belonging and peer support when off campus. Items that contributed to a strong sense of belonging included: acceptance by peers, approachable lecturers, and feeling connected to the university community. Several key demographic factors, including school program, international student status, and living arrangement, were also found to be significantly related to student's level of sense of belonging, peer support, and wellbeing.

Additionally, the results of the descriptive analysis show that students perceived social media as playing an important role in helping them to maintain social support networks – particularly when they were away from campus. However, students indicated that using social media did not enhance their sense of belonging to the university community. The results also showed that students were unlikely to use social media to seek support when they were experiencing a personal problem and instead preferred to seek out peer support through more personal channels (i.e. text messaging, phone, and face to face interactions).

Conclusion and Implications: Universities need to be aware of the factors that contribute to a positive sense of belonging and the perceived availability of peer support as these play a major part in the wellbeing of students – especially when they are away from campus on a work placement. Social media does enable students to stay connected with their peer support networks, but this is not their preferred choice when experiencing a problem.

References:

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Thursday 3.45 – 5.05pm Right Stream

Online case studies help embed digital career learning for ‘globalised’ students

Heather Vail, Toi Ohomai Institute of Technology

Background/Context: Evaluation of online information is an integral part of learning in our ‘global classroom’, which represents both engagement with the worldwide web of information plus the role of our institutions to educate within a multinational, multicultural population (Dijck, 2014; Vail, 2016). Since such digital participation extends to the workplace, applied work-integrated learning (WIL) tools that educators can use to value technology are appropriate. This presentation looks at the usefulness of including online case studies in the classroom, specifically augmented with face-to-face discussion and experience (Dow, 2008; Scragg, 2014).

Unique Features: Based on a tertiary level classroom initiative I undertook as part of my own coursework on global education strategies, I found using online case studies as a routine focus to compliment class topics works favourably on many counts, including: students’ digital comfort is met; multi-lingual translation of information is accessible; engaged learning is activated through the digital peer-to-peer platform; sharing knowledge gained becomes in-class conversation to help direct, reflect, even congeal student understanding. This approach can work successfully in cooperative and WIL areas when online content is paced for the learner.

Discussion/Argument: According to Mary Meeker’s (2016) annual ‘collection of facts’ presented at Silicon Valley’s internet trending conference, internet and smart phone usage show the highest rise in China and India, respectively. Technology is now a global resource. In New Zealand, it is vital educators acknowledge the global youth culture, which includes our increasing numbers of international students (Ministry of Education, 2016). This national and international cohort is well-represented in ITPs, where students learn in the global classroom, in order to achieve in the global workplace. It can fairly be said that online case study learning strategies weave a digital dialogue into curriculum, which helps cultivate cooperative learning.

Implications/Issues: With case studies as a part of instruction, WIL practitioners and researchers can integrate workplace issues in a dimension that is safe and regulated. There is space for reflection, dialogue and critical thinking. A book is read; an online case study ‘event’ is reacted to and processed, with online link postings and in-classroom dialogue. The opportunity opens for broad-based contributions to our global, online information platforms (Orr, 2016). While there is a documented demand for quality instruction in the age of such transformational learning, educators can choose how to adopt the valued, evolving and participatory approach of digital tenets (Conrad & Donaldson, 2012). My presentation offers an opportunity for educators to reflect on their own online strategies for defining such emerging, effective, global and participatory classroom practices, which ultimately extend to workplace competency.

How do Internships help students to enter the Industry?

Brenda Lloyd, Whitireia New Zealand

Susan Chard, Whitireia New Zealand

Background: We have been running Internships for a year both for Domestic and International Students. First impressions indicate that these help students find their place within industry in a number of ways. Hodges and Burchell (2003) work investigating the factors determining the success of students once they enter the workforce identified that these are very difficult to address without exposure to a workplace. Work integrated learning can help in this context by placing the students into a workplace environment similar to that they will eventually work in.

Aim: This paper aims to investigate the various ways in which internships help students assimilate into industry on completion of their course. We have a mixture of international and domestic students, and also different academic levels of internship papers. We are interested to know if these factors affect the way internships can help the student to find their place within industry.

Method: A literature search was undertaken to investigate possible ways internships affect a student's entry into industry, as well as the effect of the level, and whether they are international or domestic students. There is also the possible effect of the various models used by employers, such as the timing of yearly intakes. Statistics have been obtained from all our campuses as well as the summer of tech generated statistics, and any other source we could identify.

Semi structured interviews have been undertaken with both students and employers. These interviews inform this research allowing input from all aspects of this research. They include interviews from both sides of the equation students and employers allowing more in depth answers to be obtained (Burke, 2001). They also allow a deeper understanding of the factors and issues from a smaller sample (Ambert, 1995).

Results: There is an 80% success rate for the Summer of Tech students to progress into either fulltime, part time or contract work and a 100% success rate for our students over the last year's summer course. These results are expanded with statistics from the completion of the current round of internships, and other sources investigated. These results are expanded and explained using the information collected from the interviews.

Conclusion: The students identified factors that assisted them to gain employment of some kind via internships, although not all of them wanted to continue in the field where they did their internships. This indicates that the contacts made using this experience were invaluable, as was the opportunity to try a field within industry. There appears to be little or no difference within levels in regard to the resulting employment outcomes, but international students remarked on the fact that it was a good opportunity to assess the New Zealand work environment thus giving them an advantage when applying for permanent positions.

References:

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- Burke, L. A. (2001). Phone interviewing as a means of data collection: Lessons learned and practical recommendations. 2(2), n/a.
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The impact of Work-Integrated Learning on career planning among Business students

Denise Jackson, Edith Cowan University

Background/Context: Given weak graduate labour markets (Association of Graduate Recruiters, 2013) and high levels of graduate underemployment and unemployment (Graduate Careers Australia [GCA], 2013), it is increasingly important for students to have a clearly defined career objective and direction in how to successfully achieve it (Segers & Inceoglu, 2012). The modern worker must successfully interpret and navigate a myriad of evolving career opportunities, adapting and up-skilling themselves to the changing needs of industry (Lent, 2013). Workers, including new graduates, must have the skills and knowledge to identify appropriate development pathways to achieve their career goals. Evidence, however, suggests that students are often undecided about where they are heading and what pathway to take post-graduation (McKeown & Lindorff, 2011). This study examines the impact of Work-Integrated Learning (WIL) on student career objectives and their career planning. WIL represents the intersection of academic and workplace learning and comes in many forms, including simulations, industry-based projects, internships and practicums. There appears to be little research on the impact of WIL on career aspirations and career planning.

Aims: The research objectives are to:

- (i) examine the influence of WIL on career objectives;
- (ii) identify key factors which students learned about themselves, in relation to their intended career, during their WIL experience; and
- (iii) identify which strategies students consider important for improving themselves and their employment prospects.

Methods: This study is focused on the completion of an elective work placement by 50 business undergraduates in a Western Australian university. The study adopts a qualitative approach and thematically analyses students assessed, structured reflections to examine how the placement influenced their career objectives and career intentions. It also explores, through reflections, the strategies students felt would improve their personal and professional development and lead to better employment prospects.

Results: Student career objectives varied with certain factors, including personal gratification, financial rewards, and promotional opportunities. For 60% of the students, the WIL experience had no impact on their career objective. For the remainder, WIL produced a clear change in career direction; highlighted that their intended career was actually not suitable for them; created uncertainty about which career to pursue or strengthened their original intentions. The placement allowed students to gauge their capabilities in certain non-technical skills. For some this enhanced their self-confidence in pursuing their career while for others it highlighted areas requiring improvement. Students cited a number of action points for improving themselves and their chances of graduate-level employment. These spanned increasing their self-confidence; further developing their non-technical skills; becoming more self-aware; gaining relevant practical experience; and improving their ability to self-manage their careers.

Conclusions: The study develops our understanding of the factors underpinning student career objectives and how WIL may influence these. Second, it outlines how WIL could potentially improve on apparently weak levels of student engagement with career planning. Implications for future career counselling and the potential role of WIL are discussed.

Friday April 28

WIL outcomes: More than enhancing graduate attributes and employability?

Andrew Martin, Massey University

Malcolm Rees, Massey University

Background/Context: Graduate feedback has indicated that to enhance employability in the sport and recreation industry, Work Integrated Learning (WIL) programs need to be designed so that students are provided with opportunities to facilitate the development of various competencies (Fleming, Martin, Hughes & Zinn, 2009). "In this context, attributes that are highly valued include the ability and willingness to learn, enthusiastic participation (passion for sport), use of initiative/self-sufficiency, and personal organizational skills. Success in this industry relies on relationship building/developing professional networks as well as teamwork and cooperation" (Martin, 2013, p. 131). Developing attributes such as strong oral and written communication skills, self-confidence, and customer relationship management highlight once again the importance of both personal and professional development throughout the practicum experience (Fleming et al., 2009).

Aims: To examine whether student's perceptions of their learning outcomes from a work-based experiential practicum programme in sport management correlate to expected industry graduate attributes.

Method: In this case study of Massey University's sport management programme, historical document analysis of student reflections post practicum (n=370), on their learning and overall experience are presented over a 12 year period from 2005 to 2016. Content analysis of the open ended question responses involved searching, using processing software, for all occurrences of characteristic words in their semantic contexts and placing them into various categories using word cloud representations (Barth et al., 2013). Their measurement was then of the frequency or variety of the most salient themes (Cohen et al., 2007). Yin (2009) indicated that content analysis attempts to 'quantify' qualitative data aiming for greater credibility of the findings.

Results: Preliminary findings confirmed the development of the attributes highlighted above: willingness to learn and enthusiastic participation; customer relationship management, and industry business knowledge; communication skills and team work; self-confidence, self-sufficiency and personal organisation; professional networks and ethics. The learning process also reinforced the importance of work-based experiences that integrate theory to practice. However, overall the feedback consistently pointed out the added value of such experiences for the student, mentor and organisation.

Conclusions: Whilst the focus of TEC and University strategy has increasingly been focused on developing work ready graduates, the WIL experience is more than just increasing graduate attributes and employability. These WIL experiences challenge students to push their comfort zones, developing greater personal self-awareness and enhanced professional career expectations. These industry placements also add value to the organisation's programmes and activities, and staff in terms of their professional development.

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The role of apprenticeship and employers in cultivating soft skills and dispositions

Karen Vaughan, New Zealand Council for Educational Research

Background: As a learning model, apprenticeship is well-known for its capacity to develop skills and vocational identities. It is also increasingly appealing for its potential to develop soft skills and enhance dispositions. This presentation focuses on the nature and role of apprenticeship and employers in developing dispositions and soft skills.

The presentation draws on New Zealand Council of Educational Research's (NZCER) Knowing Practice project: a two-year study of apprenticeship in New Zealand with 41 GP registrars, carpentry apprentices, and engineering technician cadets which involved interviews and observations (Vaughan, Bonne, & Eyre, 2015). The study theorised that apprentices' face personally and professionally challenging "vocational thresholds" – portals to deeper capability. This presentation picks up where that left off, exploring apprentices' ideas about what constitutes a "good practitioner" in their field, and the soft skills and dispositions involved.

Employers and educators are increasingly interested in soft skills and dispositions for social, as well as economic, value creation in work and life. While exact definitions of soft skills (inter- and intra-personal skills) and dispositions (behavioural tendencies) continue to be explored, they do highlight a history of being overlooked in favour of disciplinary knowledge and technical skill.

Employers have pointed to a lack of soft skills in graduates or job applicants, challenging tertiary education institutions in particular. Educators have argued that soft skills and dispositions such as "learning-to-learn" are crucial for complex, 21st century life, driving development of key competencies in schooling systems around the world.

However development of soft skills and dispositions is not necessarily limited to a time prior to employment. This makes apprenticeship fertile ground for exploring the cultivation of soft skills and dispositions.

Discussion/Argument: The presentation argues that soft skills and dispositions are essential to capability. Apprentices brought initial dispositions into their apprenticeships – for example, dispositions to care for individuals (GP); to problemsolve with materials and tools (carpentry); and to translate between "hands-on" and symbolically-represented worlds (engineering).

However the apprentices needed opportunities in everyday work to cultivate these dispositions and be able to appropriately mobilise soft skills. This was especially apparent in how they faced and "read" uncertain situations – the ambiguous relationship between symptoms and conditions (GPs); new combinations of materials, design, and subcontractors (carpenters); groundworks, team relations, and public engagement (engineering technicians).

Implications/Issues: The argument that soft skills and dispositions are essential to capability, and can be developed through work, means that employers are important actors in the educational processes involved. This moves us beyond the idea that employers can wait for schooling and tertiary education to deliver candidates with fully-formed soft (and hard) skills and dispositions. Instead we could see employers, and they might see themselves, as members of their field's community of practice and members of "the community" more broadly. They therefore have potential to take an education role. However employers do need an understanding of how apprentices or employees actually learn in the field.

Employability issues at a local District Council

Ceri MacLeod, Gore District Council

The Gore district is embarking on a period of economic growth. Job creation and population growth are firmly on Gore District Council's agenda, as is the corresponding need to meet the employability requirements of new and existing businesses via the local workforce. In response to projected growth and recognising the district's workforce as one of the key factors in promoting sustainable economic development, the Council is a lead partner in the development of a whole-of-community initiative which aims to ensure better outcomes for young people in the district. Education and employability represent two key drivers of the initiative, with the transition from education to employment identified as a significant pressure point for a young person entering the workforce. From a local perspective, it is argued that this pressure point is critical to an individual in navigating a successful and sustainable path through life towards employment. The success of individuals in making this transition is, in turn, critical for the longer-term prosperity of the Gore district.

This presentation will consider the potential of work integrated learning (WIL) in facilitating the successful transition between high school education and employment, in the absence of a higher education presence locally. It will argue that the same principles of WIL apply in promoting employability in this instance and consider the role of a community-led initiative in facilitating these principles. Finally, it will consider the challenge of engaging with the higher education sector, where there is significant potential for collaboration, but geographical constraints limit opportunity.

Keynote Speaker: Richard K. Coll

Cooperative & Work-integrated Education: Where have we been, What do we know, Where do we (or where should we) go?

What started as cooperative education (co-op) - programs that combine on-campus learning with work placements, internships, industry-based projects, and similar activities, has changed dramatically over the last few decades. Whilst the current practice of co-op might look similar from an outsider's perspective, we have witnessed a shift in research and scholarly discourse from a focus on the operational success of such programs (e.g., do co-op students get jobs more easily, are they better prepared to enter the workforce, etc.), to interest in learning, integration of on-campus and off-campus learning, and in recent times, on teaching/education. So what was variously labelled or conceptualized as cooperative education has morphed to work-integrated learning (WIL), and now to *cooperative & work-integrated education* (C&WIE). Hence, many researchers and practitioners are now interested in the pedagogical side of traditional co-op, and there is continuing interest in the sociological component of education. From an educational perspective, C&WIE is in its nascent stages in the South Pacific, the present location of the author. In this presentation I give an overview of the 'co-op journey' described above, looking towards the future, along with a snapshot of C&WIE in the South Pacific.

Professor Richard K. Coll holds a PhD in chemistry from the University of Canterbury, and a Doctor of Science Education from Curtin University. He worked as a Placement Coordinator at Waikato University, served as Director of the Cooperative Education Unit for many years, and was promoted to Professor of Cooperative Education. He served as Deputy Dean of the Faculty of Science & Engineering, and Pro Vice-Chancellor Teaching & Learning.

Richard was founding editor of the Asia-Pacific Journal of Cooperative Education, Co-Chief Editor and Senior Associate Editor – International, Journal of Cooperative Education & Internships, and Co-editor of the International Handbook for Cooperative Education. He received a Fulbright Award in 2005, and was Visiting Scholar at the University of Cambridge in the UK in the same year.

Richard received the Ralph W. Tyler Award in 2001 for 'Outstanding Scholarship & Contribution to the Understanding and Practice of Cooperative Education' from the Cooperative Education & Internship Association, the Donald MacLaren Award in 2003 'In Recognition of High Achievement and Continuing Commitment to the Enhancement of International Cooperative Education', the James W. Wilson Award in 2008 for 'Leadership and Outstanding Service to the Field of Cooperative Education & Internships', and the Ralph W. Tyler Award again in 2013 (jointly with Dr Karsten E. Zegwaard for the second edition of the International Handbook).

Richard is currently Deputy Vice-Chancellor – Learning Teaching & Student Services at the University of the South Pacific. He holds responsibility for learning and teaching, foundation studies, distance and flexible learning, student administrative services, campus life and the student experience, and ITS and digital innovations in teaching

Richard has published widely in science education and cooperative education, with over 200 PBRF-certified publications, and despite his management and leadership commitments, still manages to publish the occasional article and book chapter!