



Conference 2019 Book of Abstracts

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Keynote Speaker: Hon Grant Robertson

*Minister of Finance, Minister for Sport and Recreation
Associate Minister for Arts, Culture, and Heritage
MP for Wellington Central*



Grant Robertson was born in Palmerston North and lived in Hastings before his family settled in Dunedin.

He studied politics at Otago, graduating with a Bachelor of Arts with Honours in 1995. At university he was the President of the Otago University Students Association and became Co-President of the New Zealand University Students Association.

Grant joined the Ministry of Foreign Affairs and Trade in 1997 where he managed the New Zealand Overseas Aid Programme to Samoa. He was then posted to the United Nations in New York, working on global environment and development issues.

On his return to New Zealand, Grant became an advisor to former Prime Minister, Helen Clark. Following this, he took a business development role with the University of Otago, working with researchers, investors and businesses to develop and commercialise the university's world-leading research.

Grant's belief in social justice and a desire to see every New Zealander achieve their potential led him to politics, and he has been the Member of Parliament for Wellington Central since November 2008. In Opposition, Grant held a range of portfolios, including Finance from 2014 to 2017.

After the 2017 election, Grant was appointed Minister of Finance, Minister for Sport and Recreation, and Associate Minister for Arts, Culture and Heritage.

He met his partner Alf in 1998 playing rugby and their family now includes four grandchildren. In 2009 they were joined in a civil union.

Tuesday 16 April – Morning

The development of a transformative degree apprenticeship in Engineering

James Mackay, Mary Fawcett

Wellington Institute of Technology

Background:

New Zealand currently faces a critical shortage of infrastructure asset managers, engineers who understand the nature of the country's infrastructure and who can draw on interdisciplinary knowledge to solve the problems that arise from infrastructure deterioration as well as future needs and natural disasters. Traditionally, asset managers are drawn from traditional civil, electrical and mechanical engineers, who "grow" into the role through their own experience on city and district councils. This paper describes the development of a pilot curriculum for a three year engineering technologist apprenticeship degree in New Zealand. The focus of the degree is infrastructure asset management, which will be delivered as an apprenticeship. This industry-led curriculum is designed to be delivered through a unique hub structure that will allow students to gain experience in city and district councils, consultancies and contractors. The advantage of this model is that students will learn different aspects of infrastructure asset management within the different organisations and hence come out better rounded engineers with more industry experience than traditional engineering students. The structure also represents a partnership between local government, industry and the polytechnic sector.

Unique Features:

In the United Kingdom it has been shown that degree apprenticeships can be used to address historically underrepresented groups in technical fields including women in IT and engineering, and poorer students who cannot afford a university education without simultaneous work. In New Zealand, this curriculum could also be used to increase the number of Māori and Pacific Island students in engineering.

Discussion/Argument:

This new curriculum can be used as a vehicle to achieve several goals simultaneously:

- Transform the way in which vocationally-oriented degrees are taught within the polytechnic sector,
- Contribute to the growth of the economy by providing engineers trained in asset management at a time when there is a critical shortage of infrastructure asset managers,
- Provide access to groups historically underrepresented in engineering in New Zealand.

Implications/Issues:

One of the key issues in this model that will be discussed will be the way in which the degree is delivered through an industry / polytechnic partnership which will include collaboration between different stakeholders such as councils, consultants and contractors.

Fostering students' development of transferable skills: Experience of Auckland ICT Graduate School.

*Yi-Chien Vita Tsai, Amanda Gordon, Alvin Yeo, Elaine Khoo, Yu-Cheng Tu & Gill Dobbie
Auckland ICT Graduate School*

Background:

In the Information and Communications Technology (ICT) industry there exists an increasing demand for qualified and competent, industry-ready graduates. There is an expectation for students to be equipped with state-of-the-art ICT knowledge and the requisite business acumen and professional attributes. This paper reports on an initiative adopted in a master's programme to foster students' development of transferable skills to enhance their employability. Established in 2016, the Auckland ICT Graduate School (AGS) is a joint initiative by the University of Auckland and the University of Waikato to support the fast-growing ICT sector in New Zealand. The aim of the school is to produce industry-ready graduates for the New Zealand technology sector.

Unique Features:

The Master of Information Technology (MInfoTech) programme offered by AGS involves taught courses that combine technical and complementary courses and a compulsory internship course. AGS has designed and incorporated a series of strategies embedded within the programme to develop students' transferable skills, and forge connections with industry.

Discussion/Argument:

The literature on student preparation for internships in the ICT industry is scarce as compared to more established professions such as teaching, nursing, medicine, and engineering. This presentation reports on an initiative undertaken at AGS to enhance the student development of important transferable skills identified and valued by the New Zealand technology sector. The programme currently incorporates best practice strategies such as presentations by industry speakers, taught courses that target the necessary technical knowledge and skills, a series of workshops that explicitly emphasise key transferable skills and an industry-based internship. Throughout their internship, students have the opportunity to apply these skills and then reflect (as part of their assessment) on their experiences.

Implications/Issues:

We have reflected and identified areas that are working well. However, there are still opportunities to improve. We would like to propose a new approach of developing transferable skills that involves more active learning strategies to allow students to take up more ownership. This could include:

1. Self-analysis at the beginning of the MInfoTech programme
2. Lecture that involves explicit explanation and examples of transferable skills in use
3. Real-life based active learning which could involve Hackathon, or problem-based learning, or role play activities. This would include a self-reflection component.

These are hoped to contribute to more robust discussions on ICT student preparation for the workplace.

Tuesday 16 April – Afternoon

The WIL portfolio: Experiences and ideas

Kristina Hoepfner

Catalyst

Background:

Last year at NZACE conference, Mahara and the idea of working with portfolios in WIL was introduced to show how portfolios can complement WIL activities very well.

Unique Features:

Portfolios encourage reflecting on past activities and the showcasing of skills and competencies. Thus, they are a suitable tool for students engaging in WIL as the students can talk about their experiences, trials and successes by documenting them and reflecting on them. They can also invite feedback from their peers, instructors, and workplace mentors.

Discussion/Argument:

This presentation looks at past experiences with portfolios for WIL activities and how they supported student learning, rapport with their tertiary supervisor, and employer. Ideas are discussed for the future and conference attendees will have time to share their experiences as well as recommendations.

Implications/Issues:

In the presentation, issues that institutions have come across will be raised and solutions discussed. Further, implications for structuring WIL activities will be touched on and input from attendees sought.

Back to the Future: Business workplace competencies revisited

Diana Ayling, Denisa Hebblethwaite and Kerry Kirkland

Unitec

Background:

Higher education has a responsibility to consider the development of generic competencies in students to enable them to transfer tertiary learning to meet the changing demands of the workplace when they graduate (Quek, 2005). According to Kay (2017) these cognitive, personal and interpersonal competencies should be co-created with key stakeholders and set the direction and shared vision of a programme of study. To ensure the best possible match between graduate competencies and employer needs, graduate competencies need to be regularly refreshed to ensure students have a relevant and useful curriculum.

Work-integrated learning (WIL) courses in New Zealand are often undertaken by students in their final year of study. Each student undertakes work and/or a project in an organisation related to their major. WIL courses are typically used as a barometer in gauging the effectiveness of a programme of study and in turn the graduate profile in terms of developing “employability” and “graduateness” (Jackson, Sibson and Riebe, 2013; Oliver, 2011).

Unique Features:

The face of business success has changed significantly over the last 20 years. Rapid technological change and globalisation has placed a premium on skills such as flexibility, openness and receptiveness to new technology (Conway, 2017).

Discussion/Argument:

The competencies of business graduates are more global than ever. Key competencies include appropriate cognitive, personal, and social skills to ensure “employability” and “graduateness”. The literature reveals a new and more targeted set of graduate competencies. These strongly focused on collaboration and communication in a variety of contexts, and environments. Customer focus, organisational performance and productivity are key cognitive skill sets. In addition, graduates are expected to have problem solving skills, the abilities to manage and share information and self-awareness or “personal literacy”.

The WIL course should reflect these new cognitive, personal and social skills. The course plays a vital role in informing and assuring the graduate profile.

Implications/Issues:

Business education has a responsibility to regularly refresh graduate competencies to reflect the needs of business, and the wider community. The next stage of this research is to co-design a graduate profile reflecting the needs of all stakeholders. The results of the next stage of research will inform the redeveloped WIL course.

Creative assessment tools for Work-Integrated Learning

Kimberly Park and Simon Middlemas

Otago Polytechnic

While Polytechnics have long valued Work-Integrated Learning (WIL, also known as Placement or Collaborative Education), this practical pedagogy is becoming more and more popular throughout many higher education sectors. At the Institute of Sport, Exercise and Health we have made it a cornerstone of our degree and post graduate programmes. WIL is rapidly changing in our school, with students spending up to 9 months of an academic year in workplaces in New Zealand, but also India, China, USA, and the Pacific islands.

In the past five years, we have explored ways to assess student learning in these environments. ePortfolios, the primary tool we use to assess this learning, allow students identify a collection of learnings from various domains (e.g., classroom, personal life, work settings), select particular learnings that they want to examine in more detail and reflect on the specific learning experiences to uncover the tasks and skills developed (Richards-Schuster, Ruffolo, Nicoll, Distelrath, & Galura, 2014). They can be seen as “a ‘living portal’ through which students may continually re-articulate their ideas of self to others, bringing about new understandings” (Nguyen, 2013, p. 135). The ultimate purpose is to connect the learning to their future goals, seen as crucial to the philosophy of integrative learning (Nguyen, 2013; Ring & Ramirez, 2012).

In this presentation we outline and critique three assessment tools, which have become part of our ePortfolio assessment suite. First, our “Me in 3”; a short video in which the student captures a 360-degree evaluation of their capabilities in a work context, evidence of completion of development activities and ongoing reflection. Secondly, our “Lightening talk”; in which the student shares the WIL journey with their peers using a pecha-kechu style. Finally, ePortfolios; where students collect, select, reflect, and connect learning that has occurred during their study with using Pathbrite. We will offer a discussion on the benefits and challenges of using these assessment tools within our context to help students become more engaged and work ready.

Improving people's lives through an exercise prescription program

Lynette Hodges, Andrew Martin and Malcolm Rees

Massey University

Background:

The benefits of Work-Integrated Learning (WIL) program are well documented in terms of the tripartite outcomes for students, workplace organisations and the university. Maximizing authentic WIL experiences for exercise science students and developing competencies in this context requires organizational, pedagogical and interpersonal support, as well as being responsive to student interests in order to meet the needs of industry and employing groups. Enhanced self-efficacy, career development, and employability outcomes have been highlighted for exercise science students through participation in WIL programs.

Aims:

This presentation examines how a WIL program within a Bachelor of Sport and Exercise major in Exercise Prescription and Training has benefitted students and clients alike. Students exercise test and train clients impacted by non-communicable diseases, including cardiovascular, neurological and/or muscular skeletal problems which substantially limit their physical activity, for example chronic fatigue syndrome, multiple sclerosis and spinal cord injury, in a supervised exercise clinic.

Method:

Case study narratives will be presented of individuals (students and clients) stories of their learning journey of being part of the clinic. In this study feedback was analysed from 20 students after their participation in an exercise prescription WIL program at Massey University. Feedback was also analysed from 60 clients of the program.

Results:

The WIL opportunity required students to use principles of specificity and individuality due to the various health needs of clients. These challenges added to the student's knowledge and application of different exercise prescription testing and training methods. Findings indicated that from the student's perspective there has been learning from the clients in terms of their health challenges and life experiences, which has been humbling, motivating and rewarding. The WIL experience has also provided benefits for the clients too. The exercise clinic provided an affordable, supervised and safe environment to exercise. The clinics enabled social connections and a shared experience with others whom also had compromised health conditions. Clients, who were often initially nervous about exercising, received an individualized specific program, and met with the same student trainer over a period of 10 weeks. Clients were monitored and provided with motivation. Clients enjoyed that they could build a relationship with their trainer and could exercise and achieve their specific exercise goals within a safe and social environment.

Conclusions:

The findings reinforce the importance of developing WIL experiences that enhance the learning outcomes for both the student and the client. Designing authentic industry WIL clinical experiences for future health professionals should enable students the opportunity to engage with a range of clients. Such clinics should provide affordable, supervised and safe environments for clients to exercise, enabling social connections and a shared experience with others having compromised health conditions.

Applied Work-Integrated Learning

Priscilla Davis-Ngatai

Wintec

Wintec's business students have more flexible study options to complete their work placement and business research papers under the new AWIL (Applied Work-Integrated Learning) study programme. The Centre for Business and Enterprise (CBE) has split its modules previously under the CEP (Co-operative Education Project) and developed the new AWIL programme, providing its students with the choice to complete their 700-level papers either concurrently or sequentially. The changes have enabled degree students to enrol in a 30-credit research module during an alternate semester to their work placement; alternatively, they had the option to enrol in the Design Factory (DFNZ) 30-credit module, based on the Wintec campus.

Graduate diploma students had further options to complete the new research paper, Professional Project via the traditional method of research (applied research), which included a literature review or by way of the new Dewey Problem-solving method (organisational research). The organisational research approach has received a high uptake from Graduate Diploma students and has helped CBE to align with the business industry feedback of less emphasis on theory and more emphasis on application. AWIL has also provided a pathway for summer school modules due to the breakdown of module credits and an added provision of completing work placement hours overseas. It has also helped to facilitate the organic growth and the diversity of students from the domestic and international market with the opportunity to spread the work load over optional semesters. The split was introduced in semester 1, 2019 which included an increase in the number of papers delivered, from three modules in the CEP to five modules in the AWIL programme.

City Student Studio: A student/industry/local body studio collaboration

David Skelton, Regan Cotter and Tom Hartley

Eastern Institute of Technology

The Eastern Institute of Technology (EIT), the Napier City Council (NCC), and the University of Waikato (UoW) collaborated together to set up a City Student Studio (CSS) in the Napier CBD area as a working studio for students and downtown businesses. The space, a vacant retail shop in the centre of Napier city with street side frontage and pedestrian walk-in access, is partly a city revitalisation project (NCC perspective), partly a desk share workspace for EIT and UoW students, and serves as a service centre inviting city organisations to request business and IT projects to be undertaken by students.

This venture has allowed EIT and UoW students and staff to use the CSS as a working base while working on small projects that have been offered via the Napier CBD marketing arm. Some students have incorporated these projects within their academic projects or internships, while other students have simply taken on these projects as non-credit work experience. The CSS has also provided a free working space for students who wish to work on their Master's thesis, academic projects or simply 'hang out' in a vibrant studio together with other students and industry representatives.

The studio concept adds another component to the strong work- integrated learning (WIL) philosophy and portfolio of the Schools of Business and Computing at EIT and the aim is to keep the studio operating throughout the year after the initial summer pop-up trial.

The development hub: An online approach for Work-Integrated Learning and Learning Integrated Work.

Catherine Snell-Siddle, Sarah Snell and Angela Bingham

Open Polytechnic of New Zealand

Background:

Work-integrated Learning (WIL) plays a vital role in providing students with authentic learning experiences that allow the application of theory to practice, the enhancement of job opportunities, and the development of personal and interpersonal skills. Learning, however, does not stop once a student has graduated – learning continues throughout an individual's career and this concept has been posited as Learning Integrated Work (LIW). The provision of LIW opportunities can be seen as beneficial to employers wishing to build capability of their staff; to employees wishing to advance their professional and career development; and to tertiary education providers who have a mandate to maintain strong links and partnerships with industry, as well as staying connected to alumni.

Unique Features:

With most of Open Polytechnic's students in work while studying, Work-Integrated Learning is core to the way they learn. Along with formal qualifications ranging from level 1 to level 7 on the NZQA framework, the Open Polytechnic has approximately 80 online courses available for students to study as Certificates of Proficiency in a wide range of disciplines. A Certificate of Proficiency enables a student to study in an area of interest without the need to necessarily embark on a formal qualification. Continuing professional development is also a feature of Open Polytechnic's offerings.

Discussion:

This paper provides a discussion about the concept of establishing a Development Hub within the Open Polytechnic. The Hub would act as a centre for WIL and LIW opportunities across the institution, providing a comprehensive and co-ordinated point of contact for the range of learning activities that are available. The discussion explores the range of WIL and LIW opportunities that the Development Hub could offer to students, employees, employers, professional associations, and regulatory bodies. WIL opportunities could include internships, cadetships, and practicums, and LIW opportunities could include certificates of proficiency, micro-credentials, and continuing professional development. To help in bridging the gap between graduating and securing employment, the Development Hub could also provide support in the areas of CV writing, job application letters, and interviewing skills.

Implications/Issues:

While many of Open Polytechnic's programmes have WIL components in the form of practicums, industry projects or internships, and LIW opportunities such as certificates of proficiencies and continuing professional development, these are managed within the different disciplines and do not have an organisational overview or approach in their sourcing and co-ordinating. Micro-credentialing has not yet been introduced at Open Polytechnic but this is an opportunity to be explored within the Development Hub context.

Wednesday 17 April – Morning

Better WIL supervisors, better WIL students

Andrew Martin and Malcolm Rees, Massey University

Jenny Fleming, Auckland University of Technology

Karsten Zegwaard, University of Waikato

Karen Vaughan, New Zealand Council of Educational Research

Background/Context:

Previous research has argued that Work-Integrated Learning (WIL) programmes provide graduates a point of difference that employers' value. Student reflections at the completion of a WIL placement have also highlighted the benefits of their WIL experience. It has also been argued that the workplace host supervisor plays a vital and complex role in WIL settings (i.e., cooperative education, work-based learning, internship and practicum).

Aim:

To examine the legacy impact (if any) of the WIL program first as a student and later as a WIL supervisor

Method:

This study focuses on how to enhance WIL supervision and student experiences and outcomes through insights from semi-structured interviews with 21 graduates who had previously supervised WIL students. The study design involved questions framed from the perspective of the interviewees WIL experience as a student and then as a supervisor (e.g., impact, motivation, insights for future students/supervisors, and graduate attributes).

Results:

The findings indicate that workplace supervisor support in setting expectation and engaging in the initial planning and organising were important factors in effective management of the WIL placement. The workplace supervisor role then moved beyond providing the student direction and feedback to more of a mentoring role. This role provided them with professional development and continued to be valuable into the future.

Conclusions:

The student focus on setting clear expectations for themselves and the placement, and making the most of the WIL experience, was highlighted as important in enhancing development of aspects of self-management, effective communication and leadership. Implications for future WIL practice include utilising workplace supervisors, particularly those who are themselves WIL graduates, to help further enhance student WIL experiences, learning outcomes and legacies

The reflective practitioner: Teaching portfolio development of WIL

Andrew Martin and Kath Hay

Massey University

Background:

Portfolios are widely used to document and assess professional development in tertiary teaching. Critical reflection is an important part of the WIL process. The notion of the 'reflective practitioner' (Schön, 1983, 1987, 1991) is particularly applicable to the WIL process.

Issues or Unique features:

A self-reflective approach to critically evaluating WIL practice and developing an evidence based tertiary teaching portfolio is presented through an evolving continuum of initial life-story biography, evocative auto-ethnography and, finally, analytical auto-ethnography.

Discussion/Argument:

Self-reflexive examples will be presented related to setting great expectations, being a catalyst for change and leading a legacy. Other insights will focus on the joy of teaching, being relational, individualising learning, and developing more effective learning strategies.

Implications/relevance for others in WIL:

Developing a teaching portfolio involves gathering evidence from students, colleagues, agencies, and other key stakeholders. This information can be formal and informal, solicited and unsolicited, e.g. photos, images, citations, and awards. Writing the portfolio involves considerable time to create cohesion, e.g. use of metaphor. Support of other peers/encouragers is important as is a 'critical friend'. This reflective process involves staying true to yourself, being honest, and open to feedback. Developing as a reflective practitioner is 'a learning journey' for the WIL academic.

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Re-imagining work-integrated learning: Innovation in delivery

Gina Robertson

University of Waikato

Background:

Work-Integrated Learning (WIL) courses are increasing in demand. Students are looking at ways to increase their employability through practical application of learning. While employers are wanting to both give-back knowledge, as well as source talented students for recruitment. Although WIL courses can provide mutual benefits for students and employers, they pose a range of challenges for universities needing to demonstrate the guidelines of innovative WIL Placement. Within this programme, a range of processes are used to ensure innovation of this experience with the Centres of Asia –Pacific Excellence. (CAPE)

This intent of the Marketing Insight Programme (MIP) for Latin America and South East Asia CAPES is to further enhance the cultural and market-specific insights, participating domestic and international University students, can offer New Zealand businesses. The presentation covers the innovative 12-week internship journey to discover the success of the MIP at the University of Waikato.

Unique Features:

The Latin America and South East Asia CAPE's innovative programmes inspire a passion for these countries among young Kiwis, foster future business links with partners, deepen connections between New Zealanders interested in the region, enable intercultural learning, and support trans-Pacific exchanges that connect New Zealand to all the CAPE regions.

We experienced the opportunity to explore mutually beneficial collaborations with central government agencies which contributed to the success; including New Zealand Trade and Enterprise, the Ministry of Business, Innovation and Employment, and the Ministry Regional economic development agencies and chambers of commerce, active in the region and at the forefront of innovation.

Discussion/Argument:

The CAPES initiative meant that there was a need for a strong focus on partnerships in our higher education environment in order to ensure the programme was a success.

To survive for this initiative, we had to find new ways of working to improve our student retention within this programme, success and career readiness. Exploring what a partnership approach might mean for enhancing student employability and for unlocking new ways of working in the hybrid and changing space of today's career services.

Implication/Issues:

There were elements and interactions critical to the initial development of this internship partnership model at the University. It has informed the important questions about how to make internship partnership approaches sustainable and strategic and how we improve our practice within WIL.

Integration of teaching, academic services & research to reinforce professional learning community: WIL for teachers' students

Natcha Mahapoonyanont

Thaksin University

Background:

Previous research has argued that Work-Integrated Learning (WIL) programmes provide graduates a point of difference that employers value. Student reflections at the completion of a WIL placement have also highlighted the benefits of their WIL experience. It has also been argued that the workplace host supervisor plays a vital and complex role in WIL settings (i.e., cooperative education, work-based learning, internship and practicum).

Aim:

To examine the legacy impact (if any) of the WIL program first as a student and later as a WIL supervisor

Method:

This study focuses on how to enhance WIL supervision and student experiences and outcomes through insights from semi-structured interviews with 21 graduates who had previously supervised WIL students. The study design involved questions framed from the perspective of the interviewees WIL experience as a student and then as a supervisor (e.g., impact, motivation, insights for future students/supervisors, and graduate attributes).

Results:

The findings indicate that workplace supervisor support in setting expectations and engaging in the initial planning and organising were important factors in effective management of the WIL placement. The workplace supervisor role then moved beyond providing the student direction and feedback to more of a mentoring role. This role provided them with professional development and continued to be valuable into the future.

Conclusions:

The student focus on setting clear expectations for themselves and the placement, and making the most of the WIL experience, was highlighted as important in enhancing development of aspects of self-management, effective communication and leadership. Implications for future WIL practice include utilising workplace supervisors, particularly those who are themselves WIL graduates, to help further enhance student WIL experiences, learning outcomes and legacies

International social work placements - developing competence

Simon Lowe and Claudia Munro, University of Waikato

Lee Henley, Children's Future International

Background:

The Social Workers Registration Board (SWRB) requires that students on the Bachelor of Social Work programme complete 120 days of field education. The SWRB Core competency Number Two states that a social worker should have the competence to practice social work with different ethnic and cultural groups in Aotearoa New Zealand. As social work is an international profession, with many social workers heading overseas for employment, the University of Waikato (UoW) has been supporting some students to gain practice overseas as part of their Bachelor of Social Work (BSW).

Discussion:

Enabling international practice experience for students on the BSW offers good evidence for working with people from different ethnic groups. This is BSW's second project in Cambodia. In this project, a student joined Children's Future International (CFI) in Battambang, where they supported a rapidly developing non-governmental organisation (NGO) working with underprivileged children and families. The NGO is managed by a New Zealand Registered Social Worker.

A mixed methods approach to the research enabled surveys to be distributed (in English and Khmer) to social workers, managers, and educators involved in the project. Bi-lingual workshops also formed part of the research.

This piece of research specifically considered how the student social worker, in the final paper of her degree, was able to tangibly develop her competence to practice social work. The 60-day placement was intricately planned before commencement. Placement plans included setting clear goals around a specific project (reducing dependency on a children's service, enabling families to become independent of social services support). The efficacy of the placement was part of another piece of research, the results of which showed that the student placement was successful, not only for student learning but for the development of the service in which the student was placed.

Results support earlier research by Kath Hay (Massey University) and Simon Lowe (UoW) (Hay et al.; Lowe & Hay, 2016) around student developments in international placements.

Implications:

This research highlights how the student on placement developed enhanced competence to practice social work, specifically with regards to working in differing cultural environments. There is evidence of good quality skill sharing and of how the student made a positive contribution to CFI, developing confidence in her own practice and to that of the Khmer social work team in which she was working.

This evidence suggests that cross-cultural learning is possible whilst navigating the difficulties of white privilege and colonisation. The benefits of the placement had positive effects on both the learning for the student and the development of service provision at CFI.

Methods developed in this piece of work can be transferred to other placements both internationally and domestically.

Wednesday 17 April – Afternoon

DRAMA in WIL changes lives

Gillian Schroeter

Australian Catholic University

Background:

This is a longitudinal study that has followed the lives of individuals training to become teachers and indeed entering the profession. A group of students voluntarily signed up to be a part of this study whereby they participated in an intensive drama program. Preservice teachers' expectations were recorded prior to involvement in the programme, following the next following placement in a school and in their first year of teaching.

As a course coordinator, I had noticed that several students who, often more reticent in character struggled and found placement stressful in a number of ways. These included their time in communicating with staff, parents, community and also effective behavioural management in the classroom.

Aims:

To understand whether the preservice teacher's involvement in an Elective Drama Intensive would support their teaching in general and their self-efficacy as a pre-service teacher on placement and as new teachers on staff.

Method:

Preservice teachers from across two degrees and 4 years of study were invited to enrol in a Drama Intensive elective. A group of approximately 20 students from 1st year to 4th year enrolled from the Bachelor of Ed Primary degree and the Bachelor of Ed ECE/Primary. Their expectations and knowledge of Drama was recorded prior to the programs beginning. The preservice teachers became a part of the research as participants and also as the writers and performers of their own ethnographic scripts. I took notes in journal and video graphic formats as the auto ethnographer researcher/ lecturer looking in.

Results:

The study resulted in ethnographic performances that were shared with the students' community. It also resulted in pre-service teachers having a new-found appreciation for what Drama can offer a teacher in terms of teaching and learning for their students and how it supports relevant interpersonal skills required of the pre-service and early career teacher in their profession.

Conclusions:

Drama supports pre-service teachers to feel confident whilst on placement and in their earlier careers. Drama also offers new teachers a very sound way to teach children in a holistic manner that alleviates the need for stringent and time consuming behavioural management in the classroom. Drama actually is beneficial for all types of people even those who dislike drama.

Development of the Industry Cooperative Booklet

Sue Scott-Chapman, Patrick Lander and Diana Kirton

Eastern Institute of Technology

Background:

In the final year of the Bachelor of Recreation and Sport (BRS) students complete a 30 credit compulsory course, Whakawatea: Industry Cooperative. Here, students are required to negotiate a 150-hour practicum with an organisation that aligns with their own academic and professional interests. Each student initiates, negotiates, develops, refines, implements, and ultimately reports upon a comprehensive project of benefit to their host organisation. This course has become the flagship of the BRS programme.

Over the years students have been involved in numerous key organisations throughout Hawke's Bay, and beyond. Many of their projects have become the launching pad for new ideas and initiatives ultimately resulting in employment for the student. In order to capture these successes the BRS team decided to develop a resource that the students owned and would be proud of. Since the first Whakawatea: Industry Cooperative Booklet was compiled in 2013, it has not only become an opportunity to showcase community interaction, but also demonstrates to students and stakeholders the value of work-integrated learning for all involved.

Unique Features:

The booklet content is developed by the students whilst they are enrolled in this course and contributes to 20% of the final course grade. This places the emphasis on the students to summarise their projects as well as selecting relevant photos, designing background imagery, and considering their submissions from a journalist perspective. This process reflects the many workplace presentation practices which can often contrast with the expectations of an academic summary or presentation.

Discussion:

The integration of academic assessment with work-integrated learning is a much-discussed issue (Ferns & Zegwaard, 2014). In the creation of Industry Cooperative Booklet, we have found a bridge between academic expectations and a work-relevant creation which can be adapted to meet the diverse projects and placements engaged in by Bachelor of Recreation and Sport students over the last six years.

The booklet furthermore serves as a tool to:

- Inspire potential students
- Promote the BRS to stakeholders wishing to engage a student practicum in their organisation
- Provide ideas for current students planning their industry cooperative projects
- Give participating students a sense of pride in the outcome of their year-long projects
- Create a sustainable record of student engagement in the community
- Create a valuable promotional tool for this programme.

Implications/Issues:

Whilst it could be argued that creating a booklet submission which summarises and promotes a project may deviate from a pure Work-Integrated Learning experience, the skills developed in this academic assessment are relevant to any industry and ultimately produce students who are better equipped for the workplace upon graduation.

Flipped WIL: A model for inclusive WIL in journalism education

Faith Valencia-Forrester

Griffith University

This paper addresses the vexed question of access and equity in Work-Integrated Learning (WIL) in journalism education. Scholars have raised justifiable concerns about the most common form of WIL in journalism, that is, the internship, as experiences of students are varied, placements are increasingly limited and not all students may be able to participate. As a result, disadvantaged students may be further marginalised by their inability to access WIL placements as part of their degree.

This presentation provides a review of the debates about inclusion and WIL, particularly in relation to journalism education. Responding to the assertion of Mackaway, Carter, Winchester-Seeto, and Whitefood that 'research is vital understand the complexities' of inclusive WIL, this paper suggests a possible 'sustainable solution'.

Flipped WIL is a model of university-led WIL incorporating three case studies designed specifically to scaffold a quality WIL experience for all journalism students enrolled in a tertiary journalism program. Key features of the model are highlighted. That is, it was university led, undertaken in a hybrid space, sustainable, collaborative and emphasised student agency.

The detail is in the data: WIL placement insight

Megan Roberts and Yvonne Wood

Auckland University of Technology

Background:

Work-Integrated Learning (WIL) is a valuable inclusion within higher education programmes globally (Solnet, Robinson, & Cooper, 2007). Research has shown benefits for students in terms of employability (Fleming, Martin, Hughes, & Zinn, 2009) and in gaining real world experience directly related to their studies (Drysdale, Frost, & McBeath, 2015). Engagement with enthusiastic and motivated graduates benefits WIL host organisations while education institutes strengthen and develop mutually beneficial relationships with industry (Fleming, McLachlan, & Pretti, 2018).

Nowadays, the administration of WIL programmes often involves complex technology platforms which facilitate the collection of information used to prepare, support and assess student performance (Cooper, Orrell, & Bowden, 2010). Additionally, stakeholders are able to gain a greater understanding of the nature and complexities of WIL placements through 'data-driven insight' (Chopra, Golab, Pretti, & Toulis, 2018, p. 308).

Students completing WIL as part of hospitality and tourism degrees at Auckland University of Technology complete an online preparation process which captures details of all student placements and placement projects.

This study is a work-in-progress that applies the Industry Placement Classification (IPC) framework (Wood & Roberts, 2017) to the information provided by students as a basis for classifying organisations.

Aims:

This paper focuses on the methods used to collect and analyse placement data as part of the broader study which aims to better understand the fit between WIL placement organisation type and activity, the student project and the programme of study in a hospitality and tourism context.

Methods:

Data in the study is collected from two technology platforms and collated into an anonymised central excel database. Firstly, data is collected from the university's student management system and secondly, from Careerhub (CareerHub Pty Ltd, n.d.), the software platform used to administer and manage WIL processes. This Careerhub data is collected from online forms completed by WIL students which detail placement organisation and placement project information.

Next, a coding process is completed, using the Industry Placement Code (IPC), followed by an analysis of the data using Excel pivot tables to explore the connection between the activities of placement organisations and the student project. This study aims to analyse 1035 WIL placements completed over a six-year period.

Results and Conclusions:

The purpose of this study is to gain detailed information about the activities of placement organisations and associated placement projects which provides insight to enable more successful outcomes for all stakeholders. Preliminary results suggest students are undertaking placements within an increasing range of placement organization categories while certain project topic areas are more evident in specific industry sectors.

Preparing students for the future of work through evidence-based WIL practice

Carine Stewart, Nicole Mouat, Dr Ewa Kusmierczyk and Dr Kathryn Sutherland

Victoria University of Wellington

Background:

With a growing interest in understanding the longer-term impacts of WIL on students (Jackson, 2013, 2015; Rowe & Zegwaard, 2017) and how it prepares them for the future of work, there is a need to create an evidence base for current and future practices in this space. To date, there has been limited research on the longitudinal impact of WIL courses, particularly in New Zealand.

This research builds on a study completed in 2014 with a pilot group of BA Interns to extend our understanding of how different experiences in the course have contributed to students' employability long-term. The BA Internship course started in 2013 and was the first undergraduate course of its kind at Victoria University of Wellington. The course combines an internship placement (75-100 hours) with academic work, which includes seminars, readings, and assignments. The academic side of the course encompasses topics related to the future of work, career development, metacognition and learning, vocation and reflective practice, workplace skills, along with practical components (e.g., interview skills). In 2019 the course offering has been extended to all Victoria undergraduate students.

Aims:

Our presentation will report on a research project designed to gain a picture of the longitudinal impact of the BA Internship. The project explores the experiences and the outcomes from past BA Internship students, and how the different components of the course helped them form their future plans and prepare for the transition out of their undergraduate studies.

Methods:

The 197 students who completed the BA Internship between 2013 and 2017 were invited to take an online survey and were asked for permission to access their past assignments from the course (Negotiated Work Learning Plan, Seminar Preparation Assignments and Final Report/Portfolio). In the survey, the participants reflected on the impact of the course on their skill development, professional identity, self-awareness, and future plans. The participants were asked to share what opportunities/challenges they encountered during the internship placement and ways in which they have used their internship experience since completing the course. The same themes were explored when analysing student assignments in order to correlate the data.

Results:

In our presentation we share our preliminary findings and discuss them in the context of how this evidence-based approach could inform the future of WIL.

Implications for WIL practice:

The findings will provide evidence to inform future WIL practice in higher education, in areas such as emerging professional identity, self-awareness, self-confidence, and employability skills development. This research also contributes to the discussion of the long-term impacts of courses like the BA Internship and ways in which they can prepare students for the future of work.

Poster Presentations:

City Student Studio Business Project

Regan Cotter, David Skelton

Eastern Institute of Technology

The City Student Studio (CSS) was a collaborative project between the Napier City Council (NCC), Eastern Institute of Technology (EIT) and the University of Waikato (UoW). The purpose of this poster is to identify and recommend strategies of how to improve the City Student Studio. The Studio's goal is to help activate Napier's central business district (CBD) and for students to gain work experience to assist their career.

Introduction:

The final part of the Bachelor of Business degree is a practical work-based project/internship. The objectives of this project include the effective management of the Studio, the collection of data regarding usage and to provide recommendations on the future of the project.

This project is relevant to EIT, NCC and the UOW because it aims to assist students by giving them a place to meet, study, collaborate and work over the summer. By providing students an opportunity to earn work experience the studio was able to assist small to medium businesses problems and facilitated student work experience.

The Project:

The CSS was also a place to meet, study and work over the summer. In order to accomplish this goal, the Studio paired with local small to medium businesses in order to gain projects. The students were then assigned to projects that matched their skills.

NCC were interested in bringing students into the CBD as part of their activation strategy. A log was maintained daily to record visitor usage, who, why and when was recorded so the value of the CSS could be quantifiably measured.

Results:

The studio recorded an average of 7-9 visitors a day with the average time being 1 hr 14 minutes. The main uses were: study, internship and project work, meetings and presentations. There were an average of two programme or course enquiries a day from the general public due to the CSS CBD and high traffic positioning.

Conclusion:

The project allowed the student to greatly improve his confidence and skills in project management. The CSS was trialled over the summer of 2018/2019 and proved to be popular with students, industry and staff. In the future a centralised large project sponsored by the council would encourage greater participation, collaboration and CBD activation.

Microsoft Power BI Development Internship

Tom Hartley, Eastern Institute of Technology

Samantha Down, Devine Technology

This poster outlines the process of developing Microsoft Power BI internally within Devine Technology, a total business solutions company that operates out of Hawkes Bay, New Zealand. This internship was successfully completed by a third-year student at the end of the Bachelor of Computing Systems degree from the Eastern Institute of Technology, finishing October 2018. Samantha was to research, create and implement a business intelligence service internally within Devine Technology, with the service being offered to customers at the end of the internship. This poster illustrates the tasks and processes Samantha had to take to develop a service from the ground up with no existing framework in the company.

The Project:

Devine Technology wanted to expand the software side of the business and start offering customers visual reporting, as at this current time is a buzzword in companies surrounding Napier. This internship allowed Samantha to use all aspects of skills gained within the three-year degree, as well as working within a professional information technology company.

The project was to implement Microsoft Power BI within Devine Technology. As mentioned in the poster, Samantha had many processes to undertake to get this service up to a standard where Devine Technology could offer the service to customers at the end of her internship.

Results:

This was a brand-new service for Devine Technology which meant no employee in the company had used the software or thought about the infrastructure to make this happen. Samantha spent the first month researching the product, how it works, what infrastructure would be needed and eventually, what reports would companies like to visualise.

Conclusion:

For this project to be successful, Samantha had to connect Microsoft Power BI to a SQL server, which then linked to a server that was retrieving data from a FoxPro database. She then wrote SQL views for Power BI to be able to access the data and then finally creating reports and dashboards. Reports that were created were in the sales, productivity and financial sectors.

The internship and project were a success with Devine Technology offering Samantha full time employment at the end of her internship. Devine Technology now use Samantha's reports in management meetings, in staff meetings, on a screen in the office so employees can track key performance indicators and in a demo workspace, so the reports can be shown to potential clients. The internship is a rewarding, successful experience and allows the student to slowly transition into professional employment. The internship also allows the student to gain experience in a field they wish to build a career in or possibly decide on another field in the information technology sector.