

# Work-Integrated Learning New Zealand 2022 Refereed Conference Proceedings



**Opportunities for work-integrated learning in an  
ever-changing world**

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(blended conference)*

*Editors  
Karsten E. Zegwaard & Katharine Hoskyn  
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# Beyond competence: Implications for work-integrated learning in interprofessional healthcare practice

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## INTRODUCTION

This paper focusses on Work-Integrated Learning (WIL) for professional practice in nursing and social work. We consider the opportunities for WIL to support practitioners' learning for interprofessional practice in the context of healthcare. We outline two current graduate WIL practices in nursing and social work in Aotearoa New Zealand before turning to discuss the need for interprofessional practice learning to respond to complex issues in healthcare. Finally, we propose WIL practices and programs can offer opportunities to enhance interprofessional learning including the skills of promoting peer dialogue, inter-disciplinary meaning making and collaborative teamwork.

## THE TRANSITION TO PROFESSIONAL PRACTICE

Moving into professional practice can be a demanding transition for graduate nursing and social work practitioners. It can be a period when graduates feel stressed, vulnerable, and become disillusioned (Cuyvers et al., 2016; Tham & Lynch, 2019; Walker & Costa, 2017). In Aotearoa New Zealand workplaces such as the District Health Boards (DHBs) and professional associations, including the Nursing Council of New Zealand and Aotearoa New Zealand Association of Social Workers (ANZASW), have recognised the need to support graduates and provide programs to ease the transition. We outline two WIL initiatives that support graduates ongoing professional learning.

### *Nurse Entry to Practice Program (NETP)*

In Aotearoa New Zealand graduate nurses are able to apply for a position through the Nurse Entry to Practice program (NETP). NETP incorporates the principles of WIL that recognise situated learning and theory-practice integration alongside a structured support system within the workplace. Offering a 12-month program NETP includes orientation, preceptorship, and formal study days for graduate nurses. To complete the NETP program successfully the graduate nurse is required to undertake a minimum of 1200 clinical hours, attend 10 study days, complete a clinical portfolio, and pass a graduate certificate course (Tuckett et al., 2017). Nurses have reported that NETP has supported their transition to practice (Graf et al., 2020), had a positive impact on their knowledge and practice (Tuckett et al., 2017) with the preceptorship element being an essential component of professional support (Bakon et al., 2018).

### *Professional Supervision for Social Workers*

In Aotearoa New Zealand there is a minimum requirement for all registered social workers to engage with supervision on a monthly basis. The core functions of supervision include fostering education and support as well as providing a site for discussions regarding practice administration and aspects of accountability (Davys & Beddoe, 2020). Supervision ideally occurs with an experienced social worker

that is not the practitioner's line manager (Bernler & Johnsson, 1985 as cited in Davys & Beddoe, 2020). It involves examination and integration of all aspects of work, and promotes reflective learning. Professional supervision is one of the specific formal WIL processes that newly qualified social workers can use to help navigate early days in employment. Having dedicated time to pause and reflect in a structured way has been identified by new graduates as helping to reduce stress and compassion fatigue whilst contributing to job satisfaction and organisational commitment (Glassburn, 2020).

## PREPARING FOR INTERPROFESSIONAL PRACTICE IN HEALTHCARE

Interprofessional practice particularly in healthcare settings where multi-disciplinary team work is the norm is an important area for graduate development. Inter-professional practice in healthcare is defined as "an active and ongoing partnership between professionals from diverse backgrounds with distinctive professional cultures and possibly representing different organisations or sectors working together in providing services for the benefit of healthcare users" (Morgan et al., 2015). Given the changing demographics (for example, the ageing population), and increased complexity of healthcare needs, professionals need diverse knowledge and skills to effectively respond. With increasing specialisation amongst healthcare professionals and the desire for continuity of care interprofessional work is crucial. Interprofessional practice has been demonstrated to enhance patient experience and healthcare outcomes. However, there are barriers to interprofessional practice for graduate health professionals including siloed, disciplinary thinking, stereotyping and lack of knowledge of other professional roles, separate IT systems and ineffective communication processes (Walton et al., 2020; Schot et al., 2020).

Interprofessional education within the undergraduate curriculum in health and social care is mandatory in some countries such as in Canada and the United Kingdom (Lapkin et al., 2013), however this is not the case in Aotearoa New Zealand. Janes et al., (2022) conducted a literature review of interprofessional education (IPE) in Australia and NZ and found where IPE does occur, it is through activities such as interprofessional workshops, problem-based, mixed-discipline projects, and embedded cross-disciplinary learning activities into students' placements. Key to success of IPE is the authenticity of experience, with embedded workplace learning being more effective than learning provided in an academic context ensuring dedicated time and resourcing for workplace mentors and supervisors is critical (Janes et al., 2022). Formalised IPE beyond undergraduate level promotes constructive collaboration (Nancarrow et al; Schot et al., 2020). However, there is currently limited opportunity for graduate health professionals in Aotearoa New Zealand to engage in this form of learning. Profession specific education dominates continuing professional development programs in organisations (Janes, et al., 2022).

## INTERPROFESSIONAL COMMUNITY OF PRACTICE

The concept of Community of Practice (CoP) is strongly imbedded in the WIL scholarship and lends itself well to healthcare contexts. Lave and Wenger (1991) outline a CoP as a set of relations which can develop informally whereby individuals connect through a common interest or more formally when individuals have a shared goal to gain knowledge within a specific field. Essentially, a CoP is a group of "people who share a concern, a set of problems, and a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis" (Wenger et al., 2002, p. 4). The



NETP program for nursing and professional supervision for social work is designed to facilitate this kind of collaborative process within the respective disciplinary groupings.

In healthcare settings CoP operate when a group of healthcare workers sharing a common domain of interest collaborate to enhance the practice, further professional expertise, and augment institutional knowledge. Some of the issues with collaborative practice in workplaces such as social insecurity, narrowness and exclusion may be overcome by CoPs providing and supporting a learning culture which enables reflective learning and support (Nancarrow et al., 2013; Schot et al., 2020). Novice practitioners can be mentored by experienced practitioners to progressively secure the skills for interprofessional practice (Billett, 2016). Bringing practitioners from different disciplines together through mentoring, group supervision and on-line learning enables novice practitioners to be enculturated into the healthcare community (Hodges, 2014) rather than just their own professional grouping.

### IMPLICATIONS FOR WORK-INTEGRATED LEARNING

Graduate WIL programs and initiatives such as NETP and professional supervision are effective in supporting the initial transition of practitioners into practice but they are discipline specific. Undergraduate WIL programs are an important component of IPE in enabling students to develop beginning knowledge and skills required for collaborative work with other disciplines. However, these programs are not sufficient in preparing students for the demands of healthcare practice. Inter-professional practice requires more than beginning graduate competence. We argue proven WIL practices and extended learning opportunities can assist interdisciplinary theory-practice integration, support a culture of reflective practice, and enhance collaborative decision-making in healthcare. Such CoP requires deliberate planning to consciously generate opportunities for knowledge and skill development and enhance behaviours and attitudes toward interprofessional work (Lyman, 2020). Examples for this type of learning might include interprofessional journal clubs, ward round collaboration, trans-disciplinary practice research, case presentations and simulations.

WIL education program providers can build on their relationships with workplaces and professional associations to develop ongoing IPE. These partnerships could support more advanced and specialised scopes of interprofessional practice. An example of how WIL interprofessional activity can be facilitated is through providing joint educator study days for WIL supervisors such as social work field educators and nursing preceptors. In Christchurch, New Zealand these induction processes are currently program and discipline specific. However, supervising a student on placement draws on learning theory and teaching skills relevant to both disciplines. This kind of collaboration offers opportunities for sharing resources and strengthens relationships across programs and professional disciplines. There is scope to incorporate other disciplines who also offer training to WIL supervisors. Ideas and suggestions for other learning activities relevant to interprofessional practice may also emerge from these collaborative forums.

### CONCLUSION

This paper identifies further scope for integrating WIL initiatives within a healthcare context in order to enhance interprofessional communities of practice. A wide range of professionals from multiple disciplines frequently collaborate with a common goal of enhancing outcomes for health consumers. Facilitating further opportunities to improve knowledge and understanding of disciplinary partners

through strengthening relationships within the multi-disciplinary team creates shared understanding and improves the patient journey. Whilst we have focused on two, the WIL initiatives of NETP and professional supervision within the domains of nursing and social work in Aotearoa New Zealand, there is further opportunity for promoting work-integrated learning beyond that of a graduate practitioner. We argue that WIL initiatives aimed at bringing disciplines together will help to overcome the identified barriers to effective interprofessional practice. The focus of interprofessional education currently sits within undergraduate healthcare programmes. Further structured and meaningful IPE opportunities for registered health professionals would be of benefit to improve understanding of the role of other disciplines. The examples of WIL in practice that have been discussed are both discipline specific. Building on current professional programmes of learning and integrating interprofessional components would aid in promoting WIL and strengthening healthcare communities of practice. There is greater capacity for sharing learning initiatives between multiple disciplines and this collaboration will offer enhanced professional development opportunities, strengthen communities of practice, and ultimately improve job satisfaction and patient outcomes.

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# A case study in continuous improvement and growth in engineering education research capability

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## INTRODUCTION

Use of technology is very important in education to develop the learning. A sudden change from face-to-face learning to the online learning is a challenging task for both tutor and students. There are many factors that impact on online learning like: non-availability of internet and wi-fi at the learning place, lack of technology knowledge and not having the habits to learn online compared to face-to-face. Both tutor and students need practice or training and preparation to get used to new modes of Work-Integrated Learning (WIL).

During the global COVID-19 pandemic, many in the world switched to an online environment. However, sustaining learning process in an online environment was interesting. During this kind of situation with lockdowns, technology play a great role. Digital education is a part of technology in education sector. Digital education is an ingenuity to support the current adjustment of the education and training system. An e-learning process includes blended and virtual learning. Digital learning based on use of various kinds of devices for communication.

In this paper we talk about how we can keep ourselves and students up-to-date with digital technology. Being a tutor or educator, we must be innovative to discover solutions of existing problems in the education industry. In this research we discuss both benefits and the drawbacks of using digital learning we have experienced. Overall, we have noticed being with technology provides benefits to the education sector. One quote by Wang Tao, Vice President of Tencent Cloud and Vice President of Tencent Education, said "I believe that the integration of information technology in education will be further accelerated and that online education will eventually become an integral component of school education" (World Economic Forum, 2020).

First, self-motivation is very important to learn anything. Digital learning plays an important role to self-motivate the learners and develop learning prospects for students. With the use of digital learning students can explore relevant material using online videos, images, and some interactive lessons, that build more engagement of students during the sessions (Ajay, 2020). In one article, authors mentioned students as Digital Native Speakers of the digital language of computers, video games and the Internet (White & Le Cornu, 2011).

We have experienced some interesting findings and difficulties with the use of digital technology during lockdown period. We would like to share our experience on online learning before we start discussion on digital class and continuous improvement.

## USE OF DIGITAL TECHNOLOGY FOR WIL AND EDUCATION DURING AND AFTER COVID-19 LOCKDOWN: LEARN FROM EXPERIENCE

During the COVID-19 lockdown, classrooms and industrial engagement were entirely stimulated to an online system. We planned many teaching and learning strategies like question and answer, quizzes-based sessions, and group discussions etc. We always consider engagement of students as a part of active learning for continuous improvement and growth in engineering education.

We discovered that teaching online required much more effort than face-to-face teaching and obviously technology is a big part of this learning. Additional challenges involved transitioning paper-based tests and exams to online. We managed this with a combination of Moodle and Google forms in some cases.

As, we had some moderately small classes under lockdown, that is, mostly under 10 students, we found teaching with Zoom relatively straightforward. We believed students may have liked some aspects of online learning, at least from some anecdotal feedback. For example, students were being able to come and go from a session or look at a recorded Zoom session on Moodle to catch up on a missed session or revisit some part of a session.

We noticed that students dealing nicely with project-based tasks given to them online. We had many sessions based on projects assessments. Students working in groups used Zoom online in very effective way for their industrial projects. They shared their work done by individual on the end of the specific project. They were ready with very nice presentations once they finished their projects. Students were also very confident in demonstrating their results online and gave very confident answers to all questions being asked.

Some disadvantages of the Zoom software are that we had encountered that the Zoom sessions could not be compressed, and it took a while, for example up to 24 hours, to translate them using a Moodle widget to be uploaded to Moodle. At some stage there was a time limit on how long Zoom sessions could last under our license of around 40 minutes. Perhaps 40 minutes is long enough anyway and later this restriction was removed under lockdown. The Zoom software had a whiteboard feature, but it was impossible to edit a saved image unless you did it in real-time. Otherwise, we had to redraw or resketch it.

Every learning teaches us about some improvements and there is always a place for improvement in every field. So, from all these experiences based on technology use from students and teachers we discovered few updates to implement in our classrooms to improve our digital education environment and industrial engagement.

## APPROACHES/METHODOLOGIES: HOW CLASSROOMS LOOKS LIKE IN THE DIGITAL ENVIRONMENT FOR CONTINUOUS IMPROVEMENT

Being a part of the digital world for a continuous improvement and growth in engineering education continuous improvement is required in digital learning. As, during COVID-19 almost all universities, colleges and schools moved to online learning. Students had a big impact from the use of technology during this period. So, now most of learners are very familiar with the digital technology and they love to use this continuously in future. We always try to engage students with the ongoing learning environment and make the research community better. This research aims to support the growth of online digital education improvement, maintain education standards and innovation in engineering students, researchers, and educators.

Nowadays in education sector most of our learning process is moving towards e-learning and it also helped students to inspire them to do their own research (Ituma, 2011; Nichols, 2010). There are always useful aspects and drawbacks of any invention. While the world is moving towards digital technology there is always a chance of hacking and losing privacy. So, to keep our students' privacy and our own privacy safe, we must be aware about authorization, confidentiality, and distinct accountability. To be safe on the internet is a rising challenge, as we open access by the public to widespread system (Goyal, 2012).

Students should be motivated to learn. It does not matter how operative the online materials are, if students do not feel motivated, they will not learn (Anderson, 2008). We have included a few approaches in our teaching towards WIL. We provide online industrial and community projects engagements, new approaches to teach CAD software-based classes online using the cloud and live online classes, provide and support with many industrial projects also, helping and supporting students who are working while studying.

FIGURE 1: A framework for digital skills (Open Learn Create, 2018).



It is very challenging to mould theory-based sessions and subjects into creative digital classroom or session. We are teaching one module Engineering Management Principles to Level-6 students. We prepare the assessments in such a way that students enjoy the learning rather than getting bored with what they are learning. We create very interesting and creative scenarios as an assessment to make learning interesting for example: we ask the students to do some investigations as an assessment on a specific topic and present in group on the end. We keep in mind the digital framework while designing such kind of assessments so that students can learn in groups, they can improve their communication skills, they can share their work and give their complete attention and engagement in the given task. The use of this type of active learning approach and method will help to improve the engineering education around us by producing confident learners. We also arrange online meeting with guest

speakers and industrial people on particular projects and case studies. Also, a continuous use of these approaches will help to improve in research capabilities of the students.

We noticed that working in groups boosted the research work. While examining group work, we found all students had their own perspective to make proper use of digital resources. So, this learning approach will definitely play an important role in continuous improvement in engineering education and build a strong research base. Also, these kinds of activities always enhance student centred learning.

We have also introduced new approaches to teach CAD software-based classes online using the cloud and live online classes. We noticed students are interacting very nicely during the session, they ask questions and answer them in groups. This approach is very effective in building good relationships among the students and teachers also, this approach helps them to overcome their shyness and anxiety. With the help of such online sessions, we can easily examine the level of student-student interactions and student-content engagement with the online material.

Being an educator, it is our responsibility to introduce our students with up-to-date technology and the proper use of it to improve their capability and help them to be more innovative.

## DISCUSSION

For an ongoing improvement in engineering education and research we all must get involved with digital technologies. We being educators need to implement new technology tools in our teaching as a learning resource. To improve engineering education research capability, we need more focus on designing class learning materials with implementation of suitable approaches. Based on the problems we find during our sessions we can carry on with continuous improvements. We have mentioned above in this paper the difficulties we faced during sudden online teaching then how we found the solutions to overcome those problems.

In this paper, we have discussed how we can continuously improve on our current practice using active learning approaches to respond to the challenges and requirements of our students to maintain positive learning environment. Our efforts towards improving digital education will help us and our students in future too if there is another lockdown or pandemic situation. In the end we really need to understand that how well the students can learn the material provided to them for their education and research area improvement.

## CONCLUSION

As a conclusion, with the help of effective teaching and learning approaches we can help in engineering education improvement in future. We have noticed that students are getting more interested in doing group assessments and group projects to get expected results as everyone using their own skills and capabilities to complete assigned task. This study identified that student performance can be enhanced in online delivery compared to face-to-face delivery. Students responded better to Statistics as it was easy to teach online for the most part; however online teaching presented challenges for Engineering Calculations and Materials. Working in the groups teaches the students the ethics of caring and help to create a healthy and relaxed learning environment. Students also getting benefits from online learning while they are working on the same time.



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# Adapting to online learning: A dual reflection from a teacher and learner's point of view

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## INTRODUCTION

Face-to-face classes pre-Covid were standard. When classes were on campus, students needed to navigate or arrange transport to arrive on time. If the student had a part-time job or a clash with another class, arrangements would be needed to either reschedule the work shift or one class would have been prioritized while the other class would have to be caught up later or more likely be neglected. Going to a class also does not guarantee productive learning. Many factors are involved and are different for each student/lecturer. Some of these factors include:

- The number of students present in the class,
- The duration of the class/lecture,
- Working while studying,
- The difficulty/complexity of the class/lecture,
- The time and day of the class/lecture,
- The environment of the class/lecture,
- The emotional state or mental state of the student,
- The motivation/drive of the student,
- The availability of pre-class resources,
- The distances travelled to reach classes,
- The method of travel to reach classes,
- The ability of the lecturer to pass over knowledge, and
- The preparedness of the lecturer.

Other factors do exist and could have been included as well, but these factors do seem to be the more influential in determining productive learning.

When classes were on campus, there was a need or drive to be ready and reach the class on time. This helped having structure and routine. There was social inter-activeness, even almost unnoticeable ones with strangers while traveling, which helped mental wellbeing. Classes were generally not recorded, so attendance in-class was absolutely needed. Only sometimes, a class might have been recorded and made available to students. Depending on the size of the class or if a classroom were to be shared with another class, noise levels inside the classroom could make it almost unbearable for some students to focus in-class.

Of course, each student has different learning needs and preferences. Having pre-class learning material available is a great help to enhance learning during class time; however, only a portion of students tend to take advantage of the pre-class material.

The move to having online classes has been painful in some ways, but also very liberating in others. Online learning helped make it possible to learn anytime, anywhere. Having online classes also meant no more traveling or getting stuck in traffic. It was just necessary to connect to the internet before the class started. However, this has increased the risk of oversleeping and missing the online class, or and the temptation to just connect to class and walk away (it seemed at times that even some of the lecturers used this method). Watching the classes on the computer also made it easy for students to have social media applications running concurrently with class, and communicating with each other, including sharing answers during assignments and even during tests. Moving everything online made it easier to access learning material. However, attempting online tests (and even exams) were difficult at the beginning as the test format were sometimes not adapted from hardcopy or adapted poorly for online purposes.

#### METHODOLOGIES AND REFLECTIVE ACTIVITIES TO IMPROVE ONLINE LEARNING, COLLABORATION, AND WIL: STUDENT REFLECTION

The move to online classes allows for easy recording of classes. Having these recorded classes are a great help to students that could not follow the class properly or were unable to attend because of personal reasons and jobs. Unfortunately, having these recorded classes also give some students the incentive not to attend the class if they can just watch it later. Having recorded short videos on main topics of learning available pre-class and using class-time to go through complex/deeper examples, explanations and help with questions in class, seemed to be most effective for learning.

During the sessions, a regular questionnaire or verbal feedback every fortnight has been taken from the students to keep an eye on student's learning (Appendix A). Pre-class activities are also an effective element of online learning, as they help learners to be more self-assured and to prepare for what they will learn in upcoming sessions. Pre-class material, along with recorded classes, also help to support students who are working while studying and provide greater flexibility in learning.

When assignments involved groupwork, it would be easy for some students to "coast by" with the other group members doing most of the work. We found that groupwork teams should be limited to two or in rare cases three members. At greater numbers, the workload won't be divided equally between members. Also having smaller groups help ensure communication between members to make sure work is continued and everybody is up to date at any time.

Being on campus meant that students had access to lab equipment and materials, but after the move to online learning, lab-work became simulation driven. This also meant that not all students would have access to the simulation software as some software packages were expensive, so students would have to compromise with a trial-version or free-version that wouldn't have full functionality. There was also diversity in operating system software, with some students having Microsoft computers while others had Apple/Linux based computers. This also led to compatibility issues of not having the correct software. It is therefore necessary for lectures to be familiar with a wide variety of software packages for different systems to decide which would be appropriate for which tasks. IT support or Institutions providing software packages to students free of charge may be needed to increase learning.

Learning online has made it easier to learn anywhere, anytime if there is a stable connection. Video lessons and resources also make it easier to schedule learning sessions with daily life, as long as the student is committed to learning at a gradual pace and avoids the temptation to cram everything at the

last minute. Therefore, regular questionnaires (as per the sample copy in the appendix) need to be instituted to help keep track of the student's learning and understanding. Depending on their complexity, such questionnaires might need a time limit or be turned into an assignment (such as a learning journal). Multiple choice questions should try to be avoided if testing deeper levels of understanding.

The more resource materials available, the better, but this also increases the need for more guidance on what concepts are important or relevant.

#### DISCUSSION ON A WIL COURSE THAT WAS REQUIRED TO MOVE ONLINE

There are many of our courses which were moved online because of the ongoing pandemic, including:

- PLC, Robotics, Automation,
- Applied Computational Modelling,
- Energy Engineering, Final Year project, Project Management,
- Design Factory,
- Computer Programming 1 & 2, and
- Microcontrollers 1 & 2.

It is incredibly challenging for students to adjust to a sudden shift from face-to-face learning to fully online delivery. If the teaching strategies are aligned properly and make students comfortable with their learning, then students typically enjoy their learning and can cope better with the move to online. As tutors, we have arranged many tools and technologies to organize a beneficial learning environment for the above-mentioned courses. Miro board is one of them. These types of techniques are a good example of online collaborations within the class. We analyse the issues using sticky notes and post notes showing How, Who, What, When and Where strategies. We also, provide intro sessions for any of the new tools before the students start working with these tools.

#### DIGITAL EDUCATION IMPROVEMENT, MAINTAINING EDUCATION ETHICS AND INNOVATION (WIL) IN METHODS FOR TEACHING AND LEARNING IN ENGINEERING: STUDENT AND TUTOR COLLABORATIVE REFLECTION

Students worked on a few communities and industrial projects while they were studying, including:

- Matariki waka (community project),
- Smart Regulator (Designing a Regulator in collaboration with experts overseas),
- In Design Factory: MPDC (Matamata-Piako District Council),
- Prototyping a low-cost residential air quality device using ultraviolet germicidal irradiation (UVGI) light,
- Remote Control Classroom,
- Electric Vehicle Retrofit (using Solar), and
- Prototyping Roof Mounts for Photovoltaic (PV) Panels: Design, Construction and CFD (Computational Fluid Dynamics) Validation.

During the pandemic, to maintain continuity with all these projects, we provided students with full support and resources as much as was possible. Some students already had experience in working online with overseas project experts. Students were also happy to join more projects in future as they had not experienced many difficulties to complete the project tasks. Enough information and technology support were provided to them to fulfil all requirements of the projects.

We also organized guest speakers to present Zoom sessions, maintaining industry engagement in the (online) classroom. This enabled a continued WIL environment.

## CONCLUSION

The advantages and disadvantages with the online delivery of courses were compared looking from both the instructor's perspective and the students' perspective. Both instructors and students appreciated that online delivery improved the potential to access lecture material (eliminating commutes, making lectures available anytime/anywhere).

Instructors noted that delivering the classes via the computer also made it easy for students to have social media applications running and to communicate with each other, sharing their ideas and model answers during assignments and projects.

From the student's point of view, attempting online tests and exams were difficult at the beginning as the test format were sometimes not adapted from hardcopy or adapted poorly for online purposes. Each student's learning needs and preferences are different. Students are receiving good support in regards of the industrial and community engagements with the help of all new online tools and techniques. From the student's point of view, pre-class material also ties in with the teaching ability and style of the lecturer. Some lecturers can forge trust with students and achieve deeper learning, while others are goal orientated, uncompromising, incoherent, or completely inadequate for teaching.

Students are getting opportunities for industrial and community engagement projects every semester. They also, getting platform to work on projects with suitable tools and technology. Our institution is providing such projects to supports students to develop a combination of academic and practical knowledge and skills that helps them for the workplace.

## ACKNOWLEDGEMENTS

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# APPENDIX A

## Sample copy of the questionnaire

Interview Guide	WDC staff and librarians	Copy of Interview Guide	Library users	Copy of Interview Guide	Non library users
<b>Intro</b>	Hello, I am _____ and I am a Design Factory New Zealand Wintec Student. Our group is working on a project together with Matamoras Hako District Council to understand a problem with the local community.	<b>Intro</b>	Hello, I am _____ and I am a Wintec Student. Our group is working on a project to understand a problem with the local community.	<b>Intro</b>	Hello, I am _____ and I am a Wintec Student. Our group is working on a project to understand a problem with the local community.
<b>Introduce Project</b>	We are trying to figure out reasons why people don't go to the library much anymore. It is important to understand what's preventing people from using the library and we would like to promote the utilisation of the local libraries. Do you have a few minutes to answer a couple of questions for us?	<b>Introduce Project</b>	How far from the library are you located? We are trying to figure out reasons and solutions why people are not using the library much anymore. It is important to understand what's preventing people from using the library and we would like to promote the utilisation of the local libraries. Do you have a few minutes to answer a couple of questions for us?	<b>Introduce Project</b>	We are trying to figure out reasons why people don't go to the library much anymore. It is important to understand what's preventing people from using the library and we would like to promote the utilisation of the local libraries. Do you have a few minutes to answer a couple of questions for us?
<b>Build Rapport</b>	Do you live in the area? Are you free for a 5 minute chat? Tell me what would be your favorite book and why	<b>Build Rapport</b>		<b>Build Rapport</b>	ask them to sign consent form & check if it's ok that you record - if you intend to do that -Would you be interested in having a quick chat on your views about libraries? Please tell us a little about yourself what comes to mind when you hear the word library?
<b>Evolve Stories</b>	How do you feel working here at the library? For how long have you been working here? How do you feel about investments being made to local libraries?	<b>Evolve Stories</b>	How long have you been using the services provided by the library? What is the best thing that you like about this library? Can you tell me how you are engaged with the library? Considering your friends and family, what would be their feelings about a library? Does the library feel community focused to you? Do you find the library user friendly, if a simple yes no answer could you tell me more about this	<b>Evolve Stories</b>	Tell me a little about your day to day, what you engage with in your town? how do you think other people may not use libraries Tell me about any experiences you have had in a library when was the last time you visited a library What do your family members/friends think about a library?
<b>Explore Emotions</b>	How would you describe your feelings about libraries? How would you describe your feelings when you see the library is being used by the community?	<b>Explore Emotions</b>	Why/Why not questions Why do you give the yes or no response about the library being community focused? Why if you give the response of YES OR NO about the library being user friendly tell me more about this.	<b>Explore Emotions</b>	Why/Why not questions tell me more about that... How do you feel about libraries in general?
<b>Question Statements</b>	"What I heard you say was..." Check in	<b>Question Statements</b>	"What I heard you say was..." Check in	<b>Question Statements</b>	I'm curious to know what would encourage you to use the library Are there any other thoughts you have around libraries that you'd like to share.
<b>Thanks &amp; Wrap Up</b>	Thank you so much for your time. Enjoy the rest of your day. It was a pleasure.	<b>Thanks &amp; Wrap Up</b>	Thank you so much for your valuable time and hope you have a wonderful day. It was a pleasure meeting you. Do you have any further comments before we finish	<b>Thanks &amp; Wrap Up</b>	Thank you so much for your valuable time and hope you have a wonderful day. It was a pleasure meeting you.





# Multidisciplinary community-engaged learning pilot project with a New Zealand indigenous community: Opportunities and lessons learnt

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## INTRODUCTION

Work-Integrated Learning (WIL) aims to produce work-ready students with both theoretical and practical expertise. Cultural competency has not usually played a large part in the transferable skills taught via WIL in a tertiary setting within Aotearoa New Zealand (Theodore et al., 2017). In Aotearoa New Zealand workplaces increasingly value graduates with both the understanding and skills to work in iwi (tribe) contexts (Lucas et al., 2022). Conversely, iwi collaborations are often hindered by the confines of Western educational institutions. Projects proposed in isolation by any of the WIL participants (academic staff, students, or iwi) can result in inauthentic or damaged relationships with unrealistic expectations placed on the parties involved. More culturally adept educational experiences for WIL students could be developed with iwi through community-engaged learning (CEL) projects that reflect the multidisciplinary nature of community workplaces.

The School of Computing and Mathematical Sciences at the University of Waikato has collaborated with the Whakatōhea Māori Trust Board since 2017 and established a relationship across several community projects to meet Whakatōhea Māori Trust Board's needs. This collaboration involving Whakatōhea Māori Trust Board, School of Computing and Mathematical Sciences academics and students, includes presentations, co-design and development of multiple applications, such as the Whakatōhea Digital Library, Waiata App, Taku Hiko app.

Given the established relationship between School of Computing and Mathematical Sciences and Whakatōhea Māori Trust Board, and the identified need for multidisciplinary experiences in a CEL context, the University of Waikato developed CEL by:

- extending the existing relationship to involve other disciplines/staff beyond School of Computing and Mathematical Sciences,
- piloting a CEL project with iwi to share with other potential partner iwis, and
- facilitating interdisciplinary CEL projects with the Māori student cohort.

University of Waikato aims to foster cultural competency in our students and staff with support from School of Computing and Mathematical Sciences, WIL Central Unit, Pro-Vice Chancellor of Health Engineering Computing Division, Deputy Vice Chancellor Māori, Director Te Kotahi Research Institute,

and Māori Engagement Developer Research and Enterprise. These stakeholders supported a CEL project pilot, with other Schools/Faculties, to inform future CEL collaborations.

#### BACKGROUND: COMMUNITY ENGAGED LEARNING

WIL encompasses educational activities that incorporate academic learning and workplace practice; CEL, a category of WIL, describes educational activities that incorporate academic learning and projects in and together with a community. CEL is an educational approach that uses relevant community-focussed experiences to allow students to integrate theory with meaningful practice of project work as an intentional component of the curriculum. Students work collaboratively in their specific discipline, addressing real-world issues faced by the community. The student work is assessed in the context of a relevant course enrolment. CEL is therefore mutually beneficial for the students, university, and the indigenous community. In addition to developing transferable skills (communication, collaboration, critical thinking, and time management), students build awareness of regional issues, and real-world contributions to be made within their discipline.

CEL is seen as real-world projects that are identified, prioritised by and co-developed with the community. The projects are collaborative in nature respecting the community's needs and cultural practices. CEL activities are well-established at international tertiary institutions, including Harvard and Cornell (Einhorn Center, 2022; Harvard, 2022) and they offer opportunities for experiential, self-paced and action-oriented learning focussed on civic responsibility (Irish Universities Association, 2021). Another example of a strong focus on cultural awareness building is the elective Service Learning in Indigenous Communities (SLIC) program developed by the University of Sydney (2022).

This paper discusses CEL conducted in the context of a University of Waikato Impact Lab project in close collaboration with an indigenous community.

#### METHODOLOGY: THE IMPACT LAB AS THE VEHICLE

The WIL Central Unit facilitates a multidisciplinary project programme, The Impact Lab, as a WIL option for undergraduate students. The Impact Lab programme projects have a focus on sustainability, based on the UN Sustainability Goals and aligning with the Stats NZ Ngā Tūtohu Aotearoa (2022) – Indicators Aotearoa New Zealand wellbeing indicators.

The Impact Lab was developed in 2020 to provide an alternative WIL opportunity to students caught in the first COVID-19 pandemic lockdown. After a successful 2020 pilot with 20 students from multiple disciplines, the programme has continued and student numbers have grown each trimester.

**Project Development:** The WIL Central Unit works with interested parties to develop suitable projects. These parties can be internal University of Waikato units, external businesses, or community groups, including iwi.

**Team Development:** Students enrolled in a WIL paper can apply to be a part of a project through a pan-university Student Placement Platform. Once placed in project teams, students attend workshops to prepare them for their project work. Teams are supported by two mentors; one from the organisation who helps with project design, development, delivery and expected outcomes, the other is from the University of Waikato who assists with teamwork, organisation, resourcing, ethics, and other internal processes. The assessments include a group report, personal reflections, and a group presentation to their peers, University of Waikato stakeholders and all Impact Lab partner organisations.

## COMMUNITY ENGAGED LEARNING CASE-STUDY: TRIMESTER C 2021

### *Project Development with Community Partner - Whakatōhea Māori Trust Board*

Whakatōhea is an iwi (tribe) based in the north-east of the North Island. In the mid 1800's Whakatōhea were recognised for their entrepreneurial spirit, where innovation and growth built the wealth of the tribe. The purpose of Whakatōhea Māori Trust Board is to “Kia rangatira ai ngā uri o Whakatōhea” - “to lift our nation, and to grow and invest in the well-being of our people”.

Key staff within Whakatōhea Māori Trust Board were introduced to the WIL Central Unit, and the Impact Lab project was developed, some of the key tasks identified were:

- researching for future curriculum resources to help to determine the focus of the knowledge areas to be investigated in consultation with Whakatōhea Māori Trust Board,
- compiling a literature review of current curriculum design, or the framework that other iwi has used, as well as the use of digital tech on sharing similar resources, and
- collation of information gathered from experts/kaumatua identified by the Whakatōhea Māori Trust Board.

The expected project outcomes include a report on options for sharing the resources and/or the developed curriculum framework to iwi.

### *Tauira (Student) Selection*

The finalised project brief was advertised to students on the University of Waikato Student Placement Platform. Tauira applied for this project by submitting their CV and cover letters to the WIL Central Unit. Faculty staff affiliating with Whakatōhea vetted the applications, before passing on to Whakatōhea Māori Trust Board staff for final selection.

The selected tauira were studying in four different schools; three tauira were enrolled in a Bachelor of Arts, with majors in International Cultures, Education and Society and Te Reo Māori; the fourth tauira was undertaking a Bachelor of Law with a minor in Indigenous Studies.

### *Project Management - Tauira Engagement*

Whakatōhea are based in the township of Ōpōtiki, a three-hour drive from the University of Waikato Hamilton campus, where the project team was based. Unfortunately, due to COVID-19 regional travel restrictions the haeranga and noho (visit and overnight stay) to Waiaua marae to hui (meet) with Whakatōhea Māori Trust Board staff was delayed. Weekly Zoom hui were arranged for the tauira and the Whakatōhea Māori Trust Board mentors to develop the project and these continued until project completion. The tauira coordinated their work via in-person and on-line meetings, utilising an online team calendar and project management software. The haeranga and noho mārae towards the end of the project were invaluable in increasing tauira understanding of the importance of the project in a Whakatōhea context (people, place, and history). Having kanohi ki te kanohi (face-to-face) experiences focussed the tauira understanding and efforts towards the project deliverables and outcomes.

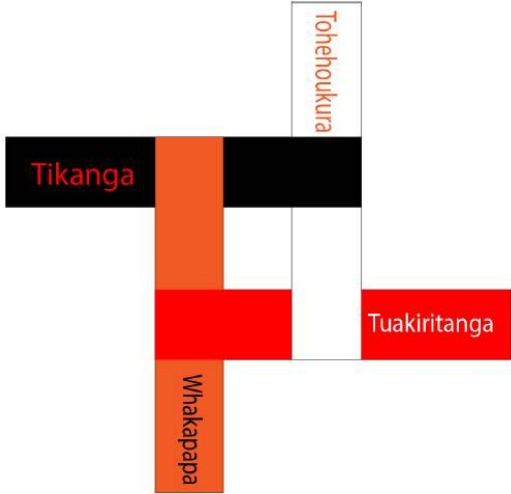
Three of the four tauira had some familiarity with correct tikanga as manuhiri (protocols for visitors to the marae) and developed tuākana/tēina (older sibling/younger sibling) relationships based on experience amongst themselves and particularly with the fourth tauira, a Colombian international

student. Before and during the haeranga and noho mārae, the tauira were also supported by University of Waikato mentors, who assisted in sharing tikanga in preparation for this experience.

### RESULTS AND OUTCOMES

The project team including Whakatōhea Māori Trust Board and University of Waikato mentors refined the deliverables to focus on a potential Whakatōhea Education Framework (whāriki mat), based on four rau (values, interwoven strands) that are central to Whakatōhea. These were described in detail in a final group report (Waka et al., 2021) and online presentation (again due to COVID-19 restrictions). These rau are depicted in Figure 1.

FIGURE 1: Te Whariki Whakatōhea (Whakatōhea education framework) showing interwoven rau (value strands).

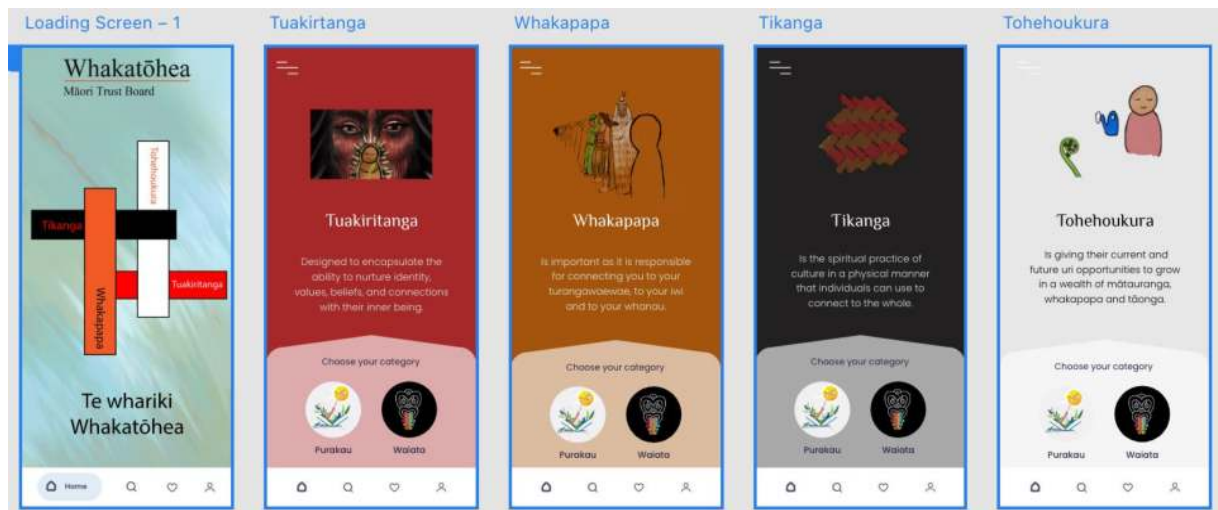


## Te whariki Whakatōhea

The project team also created a prototype mobile application to share the education framework and resources developed. The designs they developed for each rau are depicted in Figure 2.

A third assessment was a final reflection on the project and processes, including teamwork dynamics, project and professional development. For this project, an additional reflection discussion was held between the tauira, Whakatōhea Māori Trust Board and University of Waikato mentors which was invaluable for evaluation of the effectiveness, and improvements required, for this CEL approach.

FIGURE 2: Proposed App design for rau and educational resource sharing.



### *Whakatōhea Māori Trust Board Mentor's Reflection*

According to the Whakatōhea Māori Trust Board mentor, the overall objectives were met, and the project was both beneficial not only to the taura, but also to Whakatōhea Māori Trust Board. Taura were exposed to real world projects, produced excellent results, demonstrated good work ethic and genuine engagement with the project. They learned about themselves, their strengths and how to work together as a team. One taura developed strong leadership skills and led the team toward the delivery of the desired outcome for Whakatōhea. Another taura used their tikanga knowledge to support the team in Te Ao Māori (Māori worldview).

For the community, the project was successful in providing a genuinely useful foundation for a framework for future use by Whakatōhea Māori Trust Board's curriculum team. As the taura were external to Whakatōhea iwi, they delivered a fresh, broader, and unbiased perspective of the curriculum. Their work was used to complement Whakatōhea Māori Trust Board's (successful) application for Ministry of Education funding to enhance local curriculum. This funding would also be used to further the development of resources for kura (school) and high schools. The curriculum is significant, as this will help the Whakatōhea taura shape their identity as per Whakatōhea's purpose.

The Whakatōhea Māori Trust Board mentor emphasised the importance of the regular interactions, for example, weekly Zoom meetings and face-to-face site visit, not just to hear the stories but to build the relationship and wānanga (discuss) together.

### *Taura Feedback*

The value of CEL for Māori and tauwi (non-Māori) tertiary students has not been explicitly researched in Aotearoa New Zealand.

A report by Te Kupenga Mātauranga o Taranaki (2011) into Māori community-based adult learning contextualised effective pedagogical principles for the delivery of mātauranga Maori adult education in a Māori setting:

“....safe and engaging learning environments: are relaxed, supportive, and inclusive; allow taura [students] to exercise control within these settings; facilitate collaborative group learning; involve

students in whānau, hapū and iwi activities and contexts; enable interaction with community and are supported by community; provide students with a sense of belonging and connection; and are conducive to the free expression of Māori values and processes”.

Reflections from Impact Lab taura support these principles:

...the project was a big deal, hit personally and professionally. Great team, an experience never able to do unless we had the opportunity through the University of Waikato – working with Whakatōhea Māori Trust Board, a huge team of people supporting, facilitating and creative freedom.

Our trip was one of our most valuable insights into how we could shape our work for Whakatōhea.

Similarly, McCaw et al. (2012) identified three foundations of traditional Māori learning to be included in Māori-centred design processes in non-Māori tertiary institutions. Impact Lab taura shared thoughts that aligned with these foundations:

- Holistic, cultural values at the centre of education,
- Emphasis on group rather than individual learning strategies with whānau-learning environments, and
- Identity-centred where students learn about themselves.

To me, connection to Te Ao Māori is the foundation on which I can stand as a Tāne Māori. So, when the opportunity to be a part of this kaupapa was presented, I instantly gravitated towards it. I knew it would make a meaningful impact on Te Whakatōhea.

... challenges that we as a team through solid leadership, trusting teamwork and utmost respect for the iwi, persevered through.

## CONCLUSION LESSONS LEARNT

This Impact Lab Project was successfully implemented with the community, taura. and the CEL team happy with the delivered outcomes. The taura were engaged, and based on their reflections, were totally committed to the project. Taura used this opportunity to work and contribute to Te Ao Māori, while developing professionally. The project exceeded the expectations of the community in delivering the framework which took into account their history, hopes and aspirations. The project delivered on the goals of the CEL team; taura from different disciplines were able to work with the community to successfully complete the project.

While the CEL team have had experience working with indigenous communities, and were culturally competent, there were numerous lessons that were learnt from the project . CEL requires effort and preparation, not only for the projects but also the people involved. Having an established relationship with partner organisations helps to more quickly create relevant and meaningful opportunities and projects for the students.

Project selection was key, as the project would need to be of mutual benefit to the iwi as well as to the students. Effort and communication are required to manage expectations. All stakeholders would need to be appropriately resourced and prepared for CEL projects. Kanohi ki te kanohi meetings between taura and mentor were crucial to the success of the project.

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# The times they are a-changing: Professional development needs of New Zealand work-integrated learning practitioners

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## INTRODUCTION

As education institutions align curriculum more closely to desirable graduate employability outcomes, the practice of Work-Integrated Learning (WIL) has been rapidly expanded, a trend occurring across the international higher education sector (Jackson, 2015; Rowe & Zegwaard, 2017). The rapid development also increased the number of staff involved with the delivery of WIL, many of these staff being new to WIL, presenting potential professional development needs. The expansion of WIL has also increased the focus on the quality of WIL (Campbell et al., 2021; McRae et al., 2018) and the expectations from the workplace (Ferns et al., 2022; Ruskin & Bilous, 2022), creating further professional development needs for new and established staff in WIL. In response to these needs and as a way to connect WIL staff globally, a team developed the GLOBAL WIL modules to provide online professional development opportunities for WIL staff (Zegwaard et al., 2016) with currently six modules being offered (Ferns et al., in press).

In 2018, an international professional development needs survey was conducted to explore the professional development needs for the international WIL community and to inform further development of the GLOBAL WIL modules. The findings of this research were reported in IJWIL (Zegwaard et al., 2019) and nationalised data presented at the national WIL conferences in Australia (Kay et al., 2018), Canada (McRae et al., 2018), and New Zealand (Hoskyn et al., 2018), and nationalised data shared with South Africa, UK, and Sweden.

The COVID-19 pandemic significantly impacted educational institution's ability to deliver teaching and learning (Crawford et al., 2020), with many WIL activities switching to online delivery (Kay et al., 2020). Albeit, online delivery of WIL is not new (see, e.g., Grace & O'Neil, 2014; Larkin & Beatson, 2014; McNamara & Brown, 2009), the practice was not common and in need of development and research (Pretti et al., 2020; Zegwaard, 2015). The rapid change to online WIL was perhaps the most significant challenge faced by WIL practitioners, with many educators resorting to 'panic-gogy' (Dean & Campbell, 2020).

In response to the recent significant change in how WIL is delivered, the 2018 WIL Professional Development Survey was repeated along with supplementary professional development topics, and with additional questions around the impact of the COVID-19 pandemic on participants' practice of WIL. This paper will discuss findings related to the NZ participants with comparisons to the 2018 survey and the international data.

## METHODS

The same data collection approach was used as for the 2018 study (Zegwaard et al., 2019). An anonymous online survey (using SurveyMonkey) with questions exploring aspects of demographics, accessibility to WIL professional development opportunities, and perceived professional development needs was sent out through the national and international WIL associations. Additional questions were added exploring the impact of COVID-19 and how these influence professional development needs.

The true number of participants approached (total sample size) was difficult to determine as the associations were not asked to share their contact list. The total responses to date are 299, notably less than the 2018 survey of 688 responses, of which 16 responses were from New Zealand participants. The low response rate from NZ participants limits interpretations that can be made; however, some inferences can be drawn especially in comparison to the international data.

Data analysis was undertaken through Microsoft Excel, with open-ended questions thematically analysed. Only the NZ data is presented in this paper, along with some comparisons to the international data. This ongoing research has human research ethics approval from the University of Waikato (FSEN20178).

## RESULTS AND DISCUSSION

### *Impact of COVID-19*

Despite the low response rate from the NZ participants, inferences can be made about the impact of COVID-19 on the NZ WIL community. NZ participants largely (69%) indicated that the impact of WIL had a neutral impact on their practice of WIL, with equal portions indicating both a negative and positive impact. The data clustered strongly around the Likert 5 (exact middle) of the scale, with the remainder equally spread over the whole Likert range. This distribution indicates that, on the whole, most WIL practitioners felt the impact of COVID-19 on WIL was neutral, however, those that were affected had diverse experiences ranging from very negative to very positive. Qualitative data indicated that the main negative impacts were the difficulty of securing work placements for students and not being able to secure enough hours for the students, whilst positive impacts included the opportunity to improve the practice of WIL and having the opportunity to evaluate one's practice. The qualitative data from those that indicated a neutral impact also does not reflect the full story. Participants that indicated a neutral impact went on to describe mixed experiences through both positive and negative comments indicating that the impact of COVID-19 was a 'mixed blessing'. These participants indicated relief about being able to keep working, the (then mostly) COVID-19-free NZ context, and that they were able to successfully change their practice to online, and gave further comment about the lack of support, lack of placement opportunities, and a high 'personal cost' for students, staff, and workplace supervisors.

The NZ participants' quantitative and qualitative data mirrors the international data, however, the international data also included additional comments around the negative impacts of COVID-19. Many

of these comments indicated greater upheaval, included mentions of job position changes within the organisation, additional responsibilities, lack of job security, and job losses (redundancies).

### *Professional Development Needs*

Similar to the international data, two thirds of NZ participants indicated that their professional development needs had not changed, with the remainder indicating that the need for professional development had increased. The latter group indicated professional development needs around achieving quality WIL in a new context, creating flexibility within curriculum, sourcing online WIL opportunities, and the ability to rapidly adapt if circumstances change again. These comments are similar to participants from outside NZ, however, international data had greater emphasis around skill development needs focused on online teaching and ensuring equitable access to WIL for students.

In the survey, participants were asked to select a maximum of only three professional development topics (additional questions exploring general interests were also included but not presented here). This data allowed for the ranking of importance of professional development needs topics, which can be compared to equivalent data from the 2018 survey. The 2021 data clustered into three groups of equal importance; therefore, the top seven professional development needs are presented in Table 1, with the bottom three being equally important.

TABLE 1: The seven most important professional development topics for 2018 and 2021.

Ranking	2018	2021
1	Evaluating the quality and impact of WIL	<i>Health &amp; Safety, risks, and legal requirements when engaging with WIL</i>
2	Curricular design and mapping WIL activities to learning outcomes	Evaluating the quality and impact of WIL
3	Designing learning outcomes for WIL and enhancing student learning	Curricular design and mapping WIL activities to learning outcomes
4	<b>Engaging with industry/workplaces</b>	<b>Delivering WIL online</b>
5	<b>Enabling effective student reflections</b>	Designing learning outcomes for WIL and enhancing student learning
6	<b>Governance of WIL</b>	Administrational design for WIL programs (tracking information)
7	Administrational design for WIL programs (tracking information)	<b>Equity, diversity, and inclusion in WIL</b>

Note: bold indicates new topics not in the 2018 study and italics indicate a topic not in the top seven in the 2018 or 2021 study

Notably, but perhaps not surprisingly, the 2021 survey found that the most important professional development topic was *Health and Safety risks, and legal requirements when engaging with WIL*, which ranked 24<sup>th</sup> out of 26 topics in the 2018 survey. The 2018 ranking of Health and Safety was surprising given the context of the new Workplace Health and Safety legislation introduced in 2016, however, the consequences of this new legislation may not have been fully recognised in 2018 and now coupled with the impact of the pandemic, caused it to be identified as the most important professional development topic. *Evaluating the quality and impact of WIL* was ranked second most important (most important in

2018), which reflects the ongoing importance of this topic and that evaluation of impact and ensuring quality WIL was particularly challenging within a pandemic context.

The 2021 survey included several new topics that were not included in the 2018 study, such as *equity, diversity and inclusion in WIL; delivering WIL online; engaging with workplaces, staff, and students; and entrepreneurial and enterprise*. Of the new topics, *delivering WIL online* and *equity, diversity, and inclusion in WIL* were ranked in the seven most important professional development needs by NZ participants. Online WIL as a mode of delivery of WIL existed in isolated pockets prior to the pandemic (McNamara & Brown, 2009), however, was rapidly developed at the beginning of the pandemic (Zegwaard et al., 2020), including for non-placement WIL (Dean & Campbell, 2020), presenting challenges around terminologies of online/remote/virtual WIL (Wood et al., 2020). Achieving equitable access for students for WIL was particularly challenging prior to the pandemic (Mackaway & Chalkley, 2022) and may have become more challenging within a pandemic context due to limited WIL opportunities and greater reliance on the students' own networks (social capital) for securing work placements.

## CONCLUSION

Both the NZ and international survey data indicate that the WIL practices by members of the WIL community were impacted by COVID-19, however, because many participants experienced mixed experiences of both positive and negative impacts they indicated that on the Likert scale that on the balance the impact was neutral overall. Similar to the international community, NZ participants highlighted the difficulty of sourcing new placement options as the main challenge, which may be reflected by the high ranking of *delivering online WIL* as a priority area for professional development. The health and safety risks within a pandemic is the likely reason for the high ranking of health and safety as a professional development need, however, the high importance may also reflect that the prevalence of remote working for students on WIL presents new health and safety challenges not previously planned for in the delivery of WIL.

Albeit, it was encouraging that many participants reported a neutral impact of the pandemic, comments in the survey indicated that neutral rating of the impact of COVID-19 may in part be from a sense of relief that a switch to online was mostly successful and participants were able to continue working (e.g., be paid). This relief around job security, however, was not true for all participants, with some participants indicating negative impacts on job security, an experience particularly more so for some other countries.

As WIL practice has rapidly adapted to a new context, it is now important to reflect on, review, and critique the new practices to explore new modes of delivering WIL and to better inform future quality practice of WIL.

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