

Work-Integrated Learning International Conference
Theme: Thriving Together: Partners & Practice
9-10 April 2024, Wellington, New Zealand

Conference proceedings requirements

Papers submitted for the proceedings will be peer reviewed. Papers need to be at least 1,500 words and must not **exceed 1,800 words**. The style guidelines below must be followed.

Please ensure the following format is used (see example on the next page).

- Include all authors in the order preferred (in full capitals). Below each author, include their institutional affiliation, city, and country (in italics).
- Ensure the word limit does not exceed 1800 words (excluding references, tables, title, author details)
- No abstract to be included in the paper
- Palatino Linotype for all font.
- Text formatting:
 - Main text 10pt font size, justified
 - Paper title 16pt, sentence capitalization, centred, bold
 - Headings: 10pt, full capitals, centred
 - Subheadings: 10pt, italics, each significant word starting with a capital, left aligned
 - Sub-subheading (discouraged): 10pt, italics, sentence capitalization, left aligned and intended 1cm
- APA 7 reference formatting (font size 8).
 - We recommend using the Recite website to do a reference formatting check (www.reciteworks.com).
- Tables and figure must have captions above the table and figure
 - Minimize lines used in tables. Lines must be 0.5pt width
- NZ English
- Quotes <40 words are within sentence. Quotes >40 words are a separate paragraph, left intended 1cm.
- If Human Research Ethics was required, please present the approval code (or statement to that effect) in the methods section.
- Avoid:
 - figures from other sources (these need permission from the relevant publisher),
 - adding appendices,
 - first person writing (we, our, etc.)
- Submit file as a MS Word.doc (no PDF files please).

See next page for an example.

Pontifications of work-integrated learning within a complex context: Formatting requirements for proceedings

KARSTEN E. ZEGWAARD

University of Waikato, Hamilton, New Zealand

T. JUDENE PRETTI

University of Waterloo, Waterloo, Canada

JENNY FLEMING

Auckland University of Technology, Auckland, New Zealand

INTRODUCTION

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua (Fleming & Ferkins, 2011).

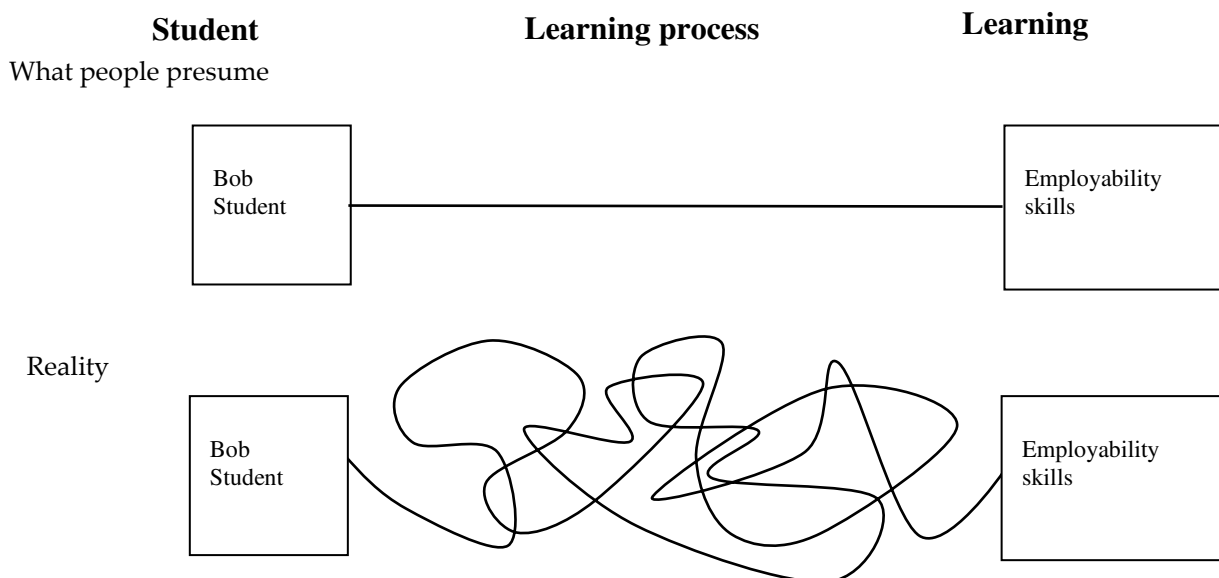
Background of Institutionalized Work-Integrated Learning

Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat (Pretti et al., 2016).

Institutionalized understandings of student learning

Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Zegwaard and Rowe (2019) postulated that excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum (Figure 1).

FIGURE 1: Presumptive and actuality of the convoluted student learning process.



REFERENCES

- Fleming, J., & Ferkins, L. (2011). Cooperative and work-integrated education in sport studies. In R. K. Coll & K. E. Zegwaard (Eds.), *International handbook for cooperative and work-integrated education: International perspectives of theory, research and practice* (2nd ed., pp. 179-188). World Association for Cooperative Education.
- Pretti, T. J., Drewery, D., & Nevison, C. (2016). Unpacking cooperative education from the supervisor perspective: Key issues and strategies. In K. E. Zegwaard, M. Ford, & N. McRae (Eds.), (pp. 147-154). WACE.
- Zegwaard, K. E., & Rowe, A. D. (2019). Research-informed curriculum and advancing innovative practices in work-integrated learning. *International Journal of Work*