

# Conference Proceedings

## ABSTRACTS

All Concurrent Sessions  
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(IN ORDER OF SESSION TYPE,  
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## REFEREED PAPERS

### AUSTRALIA

**Title:** "Building Career Pathways in the Allied Health Industry: A Practical Framework"

**Author:** Sue Bandaranaike, James Cook University, Australia

**Supporting Author(s):** Anushka Kimmerly, Flinders University, Australia

**Abstract:** Understanding and application of work skill requirements and the pathways to develop those skills from novice to advanced practitioner are fundamental to success in any given health profession. The research reported in this paper aims to guide the progression of allied health professionals in achieving this objective. Currently work placements in allied health disciplines provide an introduction to integrating clinical skills in the workplace; however they do not necessarily consider adaptability and sensitivity to the workplace environment or an awareness of fundamental employability skills required for career progression. In addition, current workplace assessment in the allied health industry is confined to professional appraisal/development more so than supporting the individual's capacity to progress their career. The Allied Health Career Development framework [AHCD] developed through this research is a practical tool to guide, monitor and foster progress of the individual from novice to advanced practitioner via the delineated levels of autonomy embedded within it. These levels of autonomy are ascribed to six workplace skill attributes - innovation & goal orientation; technology & resource use; learning & reflecting; organizing & managing; problem solving & critical thinking; and, communication & professionalism. The AHCD outlines the attributes required in each of these facets to progress from novice to advanced practitioner. The value of the research lies firstly, in monitoring professional growth; secondly, in accessing supervisor/mentor feedback and thirdly, in creating a more confident, satisfied and goal orientated employee in the allied health workforce.

**Key Word(s):** Allied Health, Career Development, Employability, Work Skills

**Stakeholder(s):** Employers, Institutions, Students, Society

**Title:** "Graduates Building Bridges to Employment: Planned and Unplanned Career Destinations after a Recreation Management Internship"

**Author:** Angela Dressler, Victoria University, Australia

**Supporting Author(s):**

**Abstract:** Many university students are anxious about finding a career in an unpredictable, complex and rapidly changing world. The expectation for careers to be predictable, with clearly defined paths, is no longer relevant in the 21st century. Through career guidance within a degree incorporating embedded Career and Professional Development students can replace predictability thinking with open-minded and opportunistic thinking and learn to generate work opportunities that will improve their employability.

This study used contemporary career theories and frameworks to construct a questionnaire that was administered to 18 graduates of a Victoria University Recreation Management degree, who completed an internship between the years 2004 to 2010. The survey questionnaire was informed by Happenstance Learning Theory, and three frameworks: Employability Skills Framework (2002); Australian Blueprint for Career Development (2009); and Systems Theory Framework (Patton & McMahon, 1999). The questionnaire elicited responses describing the unfolding career journeys of graduates. Where are they now? Were their job, or career changes, planned or unplanned? Is this the

career they were expecting? How useful was a Recreation Management internship as a career strategy? What employability skills developed through the internship experience? What career management competencies were used?

Data gathered from administration of the survey questionnaire was then used to construct a series of case studies outlining the unfolding career journeys of graduates. The case studies inform good practice in the delivery of career development learning for university students. Importantly, they contribute to student understanding of the unpredictable nature of careers and how to proactively manage career uncertainty.

**Key Word(s):** Career development, Career management, Internship, Career strategy, Career outcomes

**Stakeholder(s):** Employers, Institutions, Students

**Title:** “Can Employability Be Usefully Measured?”

**Author:** Sue Elston, The University of Melbourne, Australia

**Supporting Author(s):**

**Abstract:** “The great thing in this world is not so much where we stand, as in what direction we are moving.” Oliver Wendell Holmes

We’re in a world of measuring almost anything- technology has made it possible and limited funds have made it necessary. Industry, organizations and governments require empirical data to make informed decisions about their operations. What is measured can now involve highly complex human behaviors such as how happy we are as a society and how employable we are.

This paper outlines two measurements on trial at the University of Melbourne Business Careers Centre. The Core Skills for Work Self-Assessment tool, was developed in conjunction with the Australian Government and industry. It provides a matrix of defined levels of capacity in employability and a self-assessment tool for students. Over the last two years, this tool has been applied to pre and post intensive WIL experiences to measure the impact of the experience on student’s employability, its value for students and to inform future decision making within the Careers Centre.

The second measure involves clarifying the impact of a WIL experience on students’ short and long term employment outcomes and their academic results, using predictive modelling.

**Key Word(s):** Employability, Measuring, Self-assessment, WIL, Modelling

**Stakeholder(s):** Employers, Institutions, Students, Society

**Title:** “Complex Problem Complex Research Design; Researching the Impact of WIL on Employability”

**Author:** Sonia Ferns, Curtin University, Australia

**Supporting Author(s):** Dr. Calvin Smith, Griffith University, Australia; Ms. Leoni Russell, RMIT, Australia

**Abstract:** Work Integrated Learning (WIL) is internationally recognized as the intentional integration of theory and practice whereby students develop employability capabilities through simulated or work-based learning opportunities. It enables students to learn through experience in practical settings. The WIL agenda is gaining momentum as it is perceived as a mechanism for addressing increasing accountability measures facing the higher education sector and societal demands that the higher education experience prepare graduates for the dynamic global workforce.

This paper provides an overview of the research methodology employed in the national project: Assessing the impact of WIL on student work-readiness. The research which is funded by the Office of Learning and Teaching (OLT) and endorsed by ACEN, has been underway since late 2011. The overarching aim of this research is to provide an evidence base for judging the impact of WIL on graduates’ readiness to commence work and guide university leaders in best practice and curricula investment. Fourteen universities have been involved in the project, providing coverage of a wide range of disciplines and different types of WIL. Data have been collected from students, graduates and

employers thereby providing triangulated data sets from multiple stakeholders. The paper highlights preliminary findings emerging from the research and the impact on curriculum design and the student experience.

**Key Word(s):** Employability, Evidence-based, Curriculum design

**Stakeholder(s):** Employers, Institutions, Students, Society

**Title:** “Preparing University Students for Employment through Extra-Curricular Development”

**Author:** Robyn Muldoon, University of New England, Australia

**Supporting Author(s):** Mr. John Evans, University of New England, Australia; Ms. Alicia Zikan, University of New England, Australia

**Abstract:** The University of New England (UNE), New South Wales, Australia, recognizes and rewards student development and achievement in extra-curricular activity through the New England Award (NEA) Program. The NEA recognizes that valuable skills, attributes and talents are developed through participation in otherwise non-accredited activities whilst at university, in addition to within the formal curriculum.

This paper presents research findings about the benefits that NEA students derive in terms of the development of skills and attributes sought by employers of graduates. Outcomes show that the NEA program is an excellent vehicle for the development of graduate attributes and other desirable personal qualities. Additionally, participants better understand the benefits of extra-curricular activity as a result of the personal development planning and reflection that is required and they believe that they become more well-rounded and better citizens as a result of their experiences within the framework of the Program.

It appears that institutionally endorsed programs which harness extra-curricular activity can provide important contextualized student development opportunities that are complementary to the formal curriculum. Moreover, they can enhance “graduateness” through the growth of self-confidence and the ability to “launch oneself forward” as recommended in recent discussions around graduate attributes. Such outcomes are consistent with long held views about the overall value of university education. The NEA is one such example, supporting students to maximize their chances for success and empowering them for a fulfilling future.

**Key Word(s):** Graduate attributes, Employability, Graduateness, Extra-curricular activity, Personal, Professional development

**Stakeholder(s):** Institutions, Students

**Title:** “What Skills Do I Have? What Skills Will I Need?: - Building An Employability Skills Profile Through An Online Reflective Practice Tool”

**Author:** Lyn Torres, Monash University, Australia

**Supporting Author(s):** Dr. Suniti Bandaranaike, James Cook University, Australia; Dr. S. Yates, Monash University, Australia

**Abstract:** There is a consensus of opinion of the value of critical reflective practice for student learning, professional development and employability. Yet, students are known to struggle with reflective practice. This research explores an innovative multidisciplinary online tool which facilitates and guides reflective thinking while developing metacognitive awareness of employability skills. The objective of the research is to develop an online resource where students use reflective techniques to identify employability attributes and validate employability skill sets while engaged in Work Integrated Learning [WIL]. Reflection and application is introduced in three stages. In stage 1, [Pre-Placement], the student reflects on their preparedness for WIL using the tool informed by the Work Skill Development (WSD)

Framework [Bandaranaike & Willison, 2009, 2010]. Questioning techniques together with skill statements derived from the WSD six facets of work, guide students through the process of self-identifying current employability skill sets. This process is then elaborated by self-assessing the degree of autonomy across a continuum for each employability skill identified. In stage 2, [In- Placement], the student collects evidence of applying practice based work skills. The progressive development of skills and the acquisition of new skills are mapped to a WSD informed online template. In stage 3 [Post-Placement] the student re-identifies and re-assesses skill competencies by reflecting on the WSD's degrees of autonomy. Reflections submitted gradually compile a personalized employability skills profile of a student's WIL journey. The artefact produced evidences enhanced student feedback, informs WIL discussions with stakeholders and empowers students with the 'language' needed for future employment.

**Key Word(s):** Reflective Practice, Online Resource, Employability Skills, Work Integrated Learning, Metacognition

**Stakeholder(s):** Employers, Institutions, Students, Society

**Title:** "A Framework for Leading Work Integrated Learning: the Australian Experience of a Distributed Approach to WIL Leadership"

**Author:** Wayne Fallon, University of Western Sydney, Australia

**Supporting Author(s):** Ms. Judie Kay, RMIT University, Australia; Ms. Carol-joy Patrick, Griffith University, Australia; Prof. Malcolm Campbell, Deakin University, Australia; Dr. Patricia Cretchley, Griffith University; Assoc. Prof. Ian Devenish, Central Queensland University, Australia; Ms. Justine Lawson, Central Queensland University, Australia; Ms. Leoni Russell, RMIT University, Australia; Ms. Freny Tayebjee, University of Western Sydney, Australia

**Abstract:** This paper reports on an Australian government funded study to develop, trial and validate a framework and guidelines which respond to the need to support work integrated learning (WIL) leadership capacity building in university and industry, for national and international contexts. We outline the methodological approach, and canvass the key findings and the impact and significance of the framework for universities and industry.

The project was premised on leadership being "a distribution of power through the collegial sharing of knowledge, practice and reflection within the social context of the university [and industry organizations]" (Lefoe & Parris, 2008, p. 2). This distributed leadership approach referred to situations when leadership is distributed among multiple actors who support others in achieving organizational goals.

The study collected data from WIL leaders in six Australian universities across three States and from industry partners in seven broad fields of education: Allied Health, Business and Tourism, Creative Industries, Teacher Education, Engineering, Information Technology and Sciences. The resultant WIL Leadership Framework identifies five domains for WIL leadership: Shaping the vision; Creating and sustaining WIL relationships; Fostering WIL engagement, expertise and students learning; Communicating and influencing; and Driving organizational and joint industry/university outcomes. Following a validation process, which gathered advice, insights and guidance from university and industry WIL leaders and practitioners, advisory and reference groups, facilitators and evaluators, the Framework was identified to have multiple purposes: as a support tool; a WIL vision tool; a promotional tool; and a leadership map.

**Key Word(s):** Leading WIL, Institutional and industry leadership, Distributed leadership

**Stakeholder(s):** Employers, Institutions

**Title:** “Developing and Sustaining an Identity: Nursing Student Workplace Experience in Vietnam”

**Author:** Van Nguyen, Deakin University, Australia

**Supporting Author(s):** Assoc. Prof. Carol Windsor, Queensland University of Technology, Australia

**Abstract:** Nursing students develop practical skills, clinical competence and a professional identity in the hospital workplace environment. The hospital is also a complex setting that gives rise to anxiety and associated deleterious experiences. This study explored and interpreted the experiences of bachelor nursing students on clinical placement in Vietnam. While the majority of the Vietnamese nursing workforce is prepared to secondary level, the nursing academic sector is working to emulate international standards of nursing clinical education. A constructivist approach integrated with the symbolic interactionist concepts of interaction, human action and identity shaped the methods and produced an interpretation of the world of the research participants. Data were generated through semi-structured interviews with 12 third-year nursing students enrolled in a Bachelor of Nursing program at a leading university in Vietnam. Two key conceptualizations were generated: “encountering reality” to reflect the challenges inherent to hospitals as they shaped student experience in Vietnam; and “confronting prejudice” which depicted the socially embedded views of allied health staff and patients towards nursing students. The conceptualizations combined reveal the ways in which nursing students socially and professionally struggle to develop and sustain an affirmative nursing identity in Vietnam. The participant experiences were the product of a complex mix of social, institutional and professional dynamics. The findings contribute to knowledge on an emergent professional nursing identity in an Asian society and the sustainability or otherwise of the current workplace learning model for nursing students in Vietnam.

**Key Word(s):** Students, Identity, Nursing, Vietnam, Sustain

**Stakeholder(s):** Employers, Institutions, Students, Society

## **CANADA**

**Title:** “Exploring Conditions for Transformative Learning in Work-Integrated Education”

**Author:** Norah McRae, University of Victoria, Canada

**Supporting Author(s):**

**Abstract:** A qualitative study was undertaken that explored the conditions for transformative learning (Mezirow, 2000) in a specific form of work-integrated education (WIE), co-operative education, towards the development of a theoretical model. The research question considered was “what pedagogical and workplace practices available during WIE contribute to transformative learning?” The findings from the study revealed several results that add to our theoretical models for WIE. First, WIE, including co-operative education, relies heavily on the constructivist perspective of Kolb’s Experiential Learning Theory (Kolb, 1984) yet the participants cited transformative learning from other perspectives (Fenwick, 2000). Second, critical reflection, was found to occur as a result of the resolution of contradictions found in dialectic and mediated processes (Engeström, 1987). Third, the enablers most involved in contributing to this process were: opportunities for work and learning, a supportive environment, student capabilities, co-workers, supervisors, and assessment and reflection practices. Fourth, Activity Theory introduces the dimensions of time, context and transformative processes (Keengwe & Jung-Jin, 2013) to our understanding of how transformational learning occurs. Fifth, the integration of these transformative outcomes was dependent upon the time and value given to transformative processes, institutional requirements and a positive emotional environment (Avis, 2009; Hanson, 2013; Holman, Pavlica, & Thorpe, 1997; Taylor, 2008). The implications of these findings are that WIE theoretical models include considerations of: perspective, socio-cultural context, dialectic and mediated processes

and creating a positive emotional space to support the critical reflection necessary for transformative learning outcomes.

**Key Word(s):** Transformative Learning, Activity Theory, Critical Reflection, Socio-cultural

**Stakeholder(s):** Employers, Institutions, Students

**Title:** “Developing the Field of Work Integrated Learning (WIL) in Higher Education: A Scoping Study and Curriculum Inquiry”

**Author:** Stephanie Rosse, MacEwan University, Canada

**Supporting Author(s):** Dr. Nancy Browne

**Abstract:** The goal of the research is to develop a unified description of the Work Integrated Learning (WIL) Curriculum and a cross-disciplinary curricular framework that identifies the elements and the relationships between them. This research combined scoping study and curriculum inquiry methods and featured three cycles of data analysis and two types of curriculum theorization. Data sources included a literature review, a survey, expert interviews, and a focus group.

In theorizing the WIL Curriculum in higher education, the authors develop a definition of the WIL curriculum and on the basis of this definition, put forward a unified curricular framework, as recommended by Cooper et al. (2010). It begins with a WIL schema to provide an underlying organizational structure that outlines the relationships between fundamental actors and factors in the WIL Curriculum and describes twelve shared dimensions of WIL which are defined in relationship to their function in WIL curriculum development. The authors also propose a template for curriculum development in WIL and CSL. Finally, based on the data analysis and on patterns found to occur in the cross-disciplinary data, we developed eight curriculum models: Awareness, Application, Competency, Synthesis, Deconstruct-Reconstruct, Iterative Reflection, Research-Based, and Problem-Based Models. The WIL models that are advanced in this research provide a starting place for further inquiry, curriculum development and research.

**Key Word(s):** Curriculum, Curriculum design, Reflection, WIL pedagogy, Integration

**Stakeholder(s):** Institutions

## **GERMANY**

**Title:** “Determinants Influencing the Success of Internships (Practicum)”

**Author:** Ditmar Hilpert, ESB Reutlingen - Business School, Germany

**Supporting Author(s):** none

**Abstract:** For several years now German HR managers have been challenged by the demographic change which comes along with skill shortage. More than 51 % of the German enterprises connect the changes of the population with the lack of skilled labor (Statista, Demografischer Wandel, 2012). In addition to effective HR marketing activities the student internship may be considered a very useful instrument for recruitment and retention of high potentials since interns have the possibility to gain insight into the company, its culture and the reality of professional life. Companies have the opportunity to present and communicate sustainably their employer brand in real life in order to win graduates over and become less exchangeable for them (Scholz, 2011, p. 175). This study aim to investigate how students and company representatives rates the most important features of a practicum and this has been done by using two questionnaires. The preliminary results show for instance that the emotional aspects and the quality of the tasks play a very critical role whereas the general framework of working hours and salary seem to be less decisive.

**Key Word(s):** Practicum, Internship, WIL, Comparative

**Stakeholder(s):** Employers, Institutions, Students

## **JAPAN**

**Title:** “Statistical Methods for Assessment of Cooperative and Work-Integrated Education”

**Author:** Yasushi Tanaka, Kyoto Sangyo University, Japan

**Supporting Author(s):**

**Abstract:** While the effectiveness of CWIE is well-recognized and well-documented by the persons directly concerned, it needs more convincing evidence to expand and popularize this program. One of the ways to do so is to develop quantitative methods by which CW the effectiveness of CWIE can be described more objectively.

This paper introduces several methods to assess the effectiveness of CWIE, using an actual panel data on students’ academic records and employment outcomes. First, a simple comparison is made between students with and without CWIE on their academic performance as well as employment outcomes using a t-tests, z-tests, and  $\chi^2$  tests, in which the process is explicitly shown rather than as a mere result of a statistical package. Secondly, path analysis is used to focus on the interactive relationships among students’ attributes. For example, while one suspects that even CWIE has a positive effect on academic performance, it may be that those students with high pre-university performance take CWIE as well as performing well academically, so that the effectiveness of CWIE on the academic performance may not be singled out.

Path analysis can sort out such a complicated relationship to pinpoint the true effectiveness of CWIE. A regression analysis is used and model building, estimation procedures, and interpretation of the results are explicitly explained. The aim of the paper is to make practitioners of CWIE familiar with these statistical methods so that the effectiveness of their CWIE programs can be presented in a persuasive manner.

**Key Word(s):** Statistical testing, Student data analysis, Path analysis, T-test, Z-test, Chi-square test

**Stakeholder(s):** Institutions

## **MALAYSIA**

**Title:** “Train-the-Trainers: Why We Are so Focused”

**Author:** Nor Idayu Mahat, Universiti Utara Malaysia, Malaysia

**Supporting Author(s):** Johari Jalil, Shell, Malaysia; Hartini Ahmad, Universiti Utara Malaysia, Malaysia

**Abstract:** The paper describes the Train-the-Trainers to offer some help to the students to understand the expectations and requirement of multinational corporations (MNCs). We embarked on the training sessions by our industry Advisor to the identified future trainers i.e. the lecturers in preparing the graduating students with various interviewing skills. The main agendas in two sessions were, (1) English Language proficiency is also a national issues as stipulated in the Graduate Employability Blueprint and (2) simulation case exercise for the critical thinking and problem solving skills. The program muted in the university agenda to get the MNCs engaged and continuously help the university to increase the students’ capabilities to compete in global arena. As showed in the findings, the very first step is to change their mindset and mentality.

**Key Word(s):**

**Stakeholder(s):** Institutions, Students



## **NEW ZEALAND**

**Title:** “Change in Students’ Perceptions of Professional Ethics after Work Placement Experience”

**Author:** Karsten Zegwaard, University of Waikato, New Zealand

**Supporting Author(s):** Mr. Matthew Campbell, Griffith University, Australia

**Abstract:** The literature highlights the importance of values awareness, professional ethics and professional identity development. Cooperative education is in a unique position where students experience relevant and authentic workplace experiences, providing opportunities to exploring workplace professional values and ethics. Reported here is research on science and engineering students’ personal values and perceptions of workplace values at three stages; prior to their first work placement, during the work placement, and after their work placement. Data was collected using surveys and semi-structured interviews.

Students described diverse views on how they derived their own values, cited uncertainty of expected professional ethics and workplace values, and felt unprepared for engaging with ethics and values in the workplace. Students indicated that they drew mostly from personal values, which were influenced by their families, particularly their parents, and saw these as informing their professional values (with some arguing these sets may be identical). After their placement experience, students indicated that they encountered ethically challenging situations, including where they perceived unethical behavior occurred. However, these students indicated they did not understand the underlying ethical issues, were unsure how they should respond (or if they should respond at all), and identified power differences between the individuals as the cause of hesitation to respond. Interestingly, despite that all the students indicated they were successful at positively contributing to the workplace ethics, they were unsure if they could make a positive ethical contribution at the next workplace.

The research indicates that these students require better understanding of their own ethics and values, and require greater awareness of workplace values and professional ethics. This awareness could be developed further by better explorative preparation programs for student prior to commencing work placement, as well as guided reflection on ethical situations after the work placement experience.

**Key Word(s):** Ethics, Values, Student experience, Professional identity development

**Stakeholder(s):** Institutions

**Title:** “Students’ Engagement with Reflective Journal Writing”

**Author:** Patricia Lucas, Auckland University of Technology, New Zealand

**Supporting Author(s):** Prof. Bernadette Walker-Gibbs, Deakin University, Australia; Prof. Chris Hickey, Deakin University, Australia

**Abstract:** Cooperative education is a rich blend of formal academic education, practical work-place knowledge and self-regulated learning. Journal writing is a vehicle for nurturing the development of critical reflection and other aptitudes amongst students. Through reflective journal writing students may make meaning of their experiences and recognize development of personal attributes, while contributing towards assessment tasks. The reflective process encourages students to integrate learning from both the university and the workplace. There is a paucity of literature that focuses on sport students’ engagement with writing reflective journals as a learning tool and a form of assessment. This paper considers questionnaire data that was collected as part of a larger interpretive case study focused on exploring students understanding of critical reflection in sport cooperative education. Thematic analysis of the data is underpinned with Dewey’s philosophical writings on education, experience and reflective practice. Findings from this study show that students were initially faced with a dilemma of what to write about, followed by when and where to write, how to go about reflective writing and what was expected of them. An event that creates inner discomfort, a positive state where achievement has

occurred or the students learning goals may have precipitated which experiences are recorded. Most students' understanding of the value of reflective writing was transformed over time but not before challenges were overcome, however some remained unconvinced and unsure. Writing reflective journals is complex and demanding but the value to student learning makes the process worth the investment.

**Key Word(s):** Journal writing, Reflection, Case study

**Stakeholder(s):** Students

**Title:** "Influences on Student Learning: 'It Was the People Around Me, the People Met'"

**Author:** Jenny Fleming, Auckland University of Technology, New Zealand

**Supporting Author(s):** Prof. Chris Hickey, Deakin University, Australia

**Abstract:** Fundamental to cooperative education is a philosophical commitment to learning through the experience of work. The workplace can be viewed as a social environment and provides a context for learning that is very different from that provided within a university. The aim of this research was to explore the influences on student learning in a sport cooperative education context. Through an interpretive case study the data presented brings into relation the voices of the students through their perceptions on the cooperative education experience. It was clearly evident that learning in the workplace was influenced by the direct guidance and support given by industry supervisors. Students also learnt by observing the actions of co-workers and through being shown and told what to do by their colleagues or supervisor. However, it was through social interactions, meaningful discussions and developing relationships with workplace colleagues that students were able to learn both the procedural knowledge (the know-how) and the dispositional knowledge (the values and attitudes) that contributed towards deepening their contextual understanding of what it means to be a professional in the sport and recreation industry. The findings conclude that supervisors and students need to be attuned to the learning opportunities that occur within the social context of the workplace. To enhance the learning experience, academic supervisors need to prepare students so that when they enter the workplace the students are active in seeking and nurturing meaningful discussions with their workplace colleagues, and these are not just simply left to chance alone.

**Key Word(s):** Workplace learning, Supervision, Cooperative education, Work-integrated learning

**Stakeholder(s):** Employers, Institutions, Students

## **SOUTH AFRICA**

**Title:** "Utilizing Service Learning as a Tool to Mentor Accounting Pre-Service Teachers"

**Author:** Karen Dos Reis, Cape Peninsula University of Technology, South Africa

**Supporting Author(s):**

**Abstract:** The study explored how Service Learning can be used as a tool to mentor accounting pre-service teachers. Currently in South Africa, Service Learning is underutilized as a mentoring tool for pre-service teachers. The aim of the study is to provide an empirical warrant of how Service Learning can be used as a tool to mentor pre-service teachers. A total population of seventy students participated in this study. Research methods included reflection journals and unstructured interviews. The findings of the study revealed that Service Learning can benefit both the pre-service teacher and the community. Ultimately the pre-service teachers' Accounting Pedagogical Content Knowledge was enhanced and the learners' who participated in the program accounting content knowledge improved through Service Learning.

**Key Word(s):** Service-learning, Mentoring, Accounting, Pre-Service teachers

**Stakeholder(s):** Employers, Institutions, Students, Society

## **SWEDEN**

**Title:** “A Student’s Trajectory through a New Education into the Labor Market: a Journey between Hope and Despair”

**Author:** Ulla Andr an, University West, Sweden

**Supporting Author(s):** Britt Hedman Ahlstr om, University West, Sweden

**Abstract:** A range of programs and new vocations emerge as an answer to societal changes that suggest new work functions as well as new sub-specializations of already existing professions and work functions. In 2010, a multidisciplinary designed training program started at the University West in Social Psychiatric Care (SPC). The new occupation can be said to fall within the category of pre-professions, a third generation of professionals seeking professional status. The possibility for employment is broad and unspecified and in worst case might go no further than the students’ hopes of new careers. Against this background, an inside perspective is given from students experiences. The purpose was to gain a deeper understand of student’s trajectory through a new education into the labor market. Eleven female students were interviewed prior to graduation. A hermeneutical phenomenological approach was conducted in order to identify central themes important in students professional becoming. As preliminary result three themes were identified. The theme   tensions between high and low positions concerning level of involvement in treatment and care or in more administrative leading function, were connected to power and payment. The theme “generalist or specialist” concerned specialist in the respect of expert on broadness suitable for coordinating positions, otherwise broadness was defined as knowing everything and difficulties in finding professional identity. The theme “change and tradition” concerned questions concerning establishment where new vocations seek legitimacy among employers and colleagues in the workplace. Standing at the threshold to labor market is an existentially challenging position between hope and despair.

**Key Word(s):** Higher education, Vocational training, Social Psychiatric Care (SPV), Students’ perspective, Phenomenological life-world approach

**Stakeholder(s):** Employers, Institutions, Students, Society

**Title:** “Teacher Readiness: A case of Swedish Secondary Graduating Teachers”

**Author:** Liisa Uusimaki, Institute of Education and Special Education, Sweden

**Supporting Author(s):** Friedrich Heger, Swedish Association of University Teachers, Sweden

**Abstract:** The aim of this article is to present a case study based on a small cohort of Swedish graduate secondary school teachers’ perspective on their readiness to work as teachers. The article explores their reasons wanting to teach in secondary school settings, their experiences in the teacher education program, their hopes and concerns about teaching and their expectations of support as beginning teachers working in the profession.

Based on the preliminary findings all of the graduating teachers indicated confidence in their pedagogical content knowledge (Shulman, 1987), a confidence understanding the relationship between theory and practice as well as the benefits of understanding theory. They felt they had been well prepared by the four year teacher education program although there were some concerns expressed in areas such as assessment. Especially encouraging was these graduate teachers’ confidence and expectations to affect positive change in supporting young people in their transition to adulthood. Surprisingly none of the participating beginning teachers mentioned pay as a motivating factor for their choice becoming teachers. There was an expectation by all beginning teachers to be provided with a mentor to support them in their probationary year.

**Key Word(s):** Teacher readiness, Swedish secondary teachers, Confidence, Mentor, Probationary year

**Stakeholder(s):** Employers, Institutions, Students, Society

**Title:** "School leadership in an ICT-Project Seen from a Teacher's Perspective"

**Author:** Ann-Louise Petersen, University West, Sweden

**Supporting Author(s):** Ann Svensson PhD, University West, Sweden

**Abstract:** The principal of today's school has the pedagogical, as well as the financial, responsibility at the school. This implies that it is the principal's task to manage the competence development of the pedagogical use of ICT at school. This paper is based on a case study conducted within the GNU project (Cross Border Nordic Education). The GNU project is an on-going project between classes in grades 5-9 in Denmark, Norway and Sweden. It is a three-year, EU-financed project based on virtual communication conducted with the help of digital technology. The aim of this paper is to analyze what impact the principal as educational leader has on the teacher's outcomes and success in GNU. The investigation is focused on the Swedish teachers of GNU and what kind of support they are offered from their principals. A qualitative method is used by interviewing the teachers of the GNU-classes to find out what kind of support they receive in pedagogical issues, technical equipment and ICT-competence. The result shows a multifaceted picture of leadership. Some principals were very engaged while others were more distanced and left the pedagogical- and ICT-issues to the teachers themselves. The ICT-competence of the school leader was one significant sign (among others) of success. TPACK-model (Technological Pedagogical Content Knowledge) (Harris, Mishra, Koehler, 2009) lightens the relation between the subject content, pedagogics and technology. The new institutional theory (Meyer & Rowan, 1977; Scott, 1995; Czarniawska, 1996) is used to understand the principals in their roles as educational leaders and their responsibility for the ICT development.

**Key Word(s):** School leader, Educational leader, ICT, School project, New institutional theory

**Stakeholder(s):** Institutions, Students, Society

**Title:** "Theory, Practice and Synthesized Knowledge: A Student's Learning and Reflections During Internship-Periods"

**Author:** Ingemar Johansson, University West, Sweden

**Supporting Author(s):** Mr. Thomas Winman, University West, Sweden

**Abstract:** Courses with elements of internship are expected to bridge between different forms of knowledge domains and thereby contribute to synthesizing knowledge can easily be taken for granted. This requires a clear and systematic integration of theory and empirical knowledge, which can be seen as complementary opportunities. However, we still need more knowledge about how the relationship between different forms of work and knowledge domains can be understood.

We have scrutinized the organizations, aims and approaches to knowledge and learning on internship-periods at two programs at a university where they outspokenly says that they see workplace settlement as a point of departure to reflect and synthesize knowledge in science and theory. The data consists of policy documents, curricula, student assessment work and written reflections of internship periods.

Our results show that there are somewhat different conceptions of scientific knowledge, practice, knowledge, and the relationship between them. While some documents are based on theoretical perspectives other emanate from practical perspectives. In some texts internship is viewed as means to develop professional skills and other focuses theoretical analysis of practice, which have implications for pedagogical design. Ambiguous agendas are also reflected in students' assessments work where perspectives, focuses and reflections in and about situations differ depending on how students have perceived the aim with internship. Our conclusions are that ambiguity and different perspectives formulations may confuse students. To further develop internships pedagogically, an increased clarity and transparency is needed on both ontological and epistemological starting points and perspectives.

**Key Word(s):** Synthesized knowledge, Learning, Reflections, Internship, Education

**Stakeholder(s):** Employers, Institutions, Students, Society

**Title:** “A Taxonomy for Work-Integrated Learning”

**Author:** Lars Svensson, University West, Sweden

**Supporting Author(s):** Bengt Kjellän, University West, Sweden

**Abstract:** Work-Integrated learning (WIL) is a globally growing philosophy for higher educational practice. The bottom-line of this pedagogical philosophy is the belief of a potential added value that comes from integrating theoretical academic studies with applications of said theories in various professional fields (e.g. Education, Nursing, Engineering, etc.)

In order to capitalize on the proposed WIL-values, institutions of higher education design different WIL-models where students enter into their future areas of profession through for instance sandwich-education, cooperative education, practicums, preceptor ships, internships and other educational designs in the spirit of WIL. This paper investigates how classroom practices are affected by WIL as the University profile. The results show the contours of a design framework of how WIL as a philosophy could be realized in the classroom through (i) Using Practice as Inspiration, (ii) Bringing Practice to Class, (iii) Utilizing Professional Tools, and (iv) Bringing Class to Practice.

**Key Word(s):**

**Stakeholder(s):** Institutions, Students

**Title:** “Mastering the Professional Role: A Theoretical Model Assisting Nursing Students for Their Profession”

**Presenter:** Sandra Pennbrant, University West, Sweden

**Supporting Presenter(s):** Prof. Elisabeth Dahlborg Lyckhage, University West, Sweden; Dr. Bosse Jonsson, Mälardalen University, Sweden; Dr. Maria Skyvell Nilsson, University West, Sweden

**Abstract:** Work integrated learning (WIL) is an integral and important part of the nurse education. The move from student to nurse has been described as difficult and tough for new nurses (Bisholt, 2012); feeling of lacking competence and feelings of not being able to understand or meet workplace demands, self-doubt, and fear of making mistakes (Goodwin-Esola et al., 2009; Higgins et al., 2010). The literature reveals there is a qualitative difference between the professional competence conveyed during education and the competence demanded in working life.

The study is designed from a model (Pennbrant et al., 2013) which clarifies the professional development processes new nurses have to handle. By what means these processes can contribute to the development of nursing competence during education will be analyzed and problematized on the basis of the concept of praxis and WIL.

To theorize the processes described in the model in relation to praxis and discuss how WIL could be used to strengthen the nursing student’s move from being a student to becoming a nurse. The result will be used as a complement to nursing program curriculum in clinical practice, to identify the challenges the students are facing when manage and develop their professional competence. We hope this study will contribute to increase students’, educators’ and employees’ understanding of the processes of becoming a professional nurse. Implementation of WIL as a pedagogical method requires collaboration with the surrounding world as regards to training and learning in different environments and social practices.

**Key Word(s):** Nurse student, Nursing program curriculum, Praxis, Professional competence, Work integrated learning

**Stakeholder(s):** Students

## **THAILAND**

**Title:** “Current and Future Trends in Cooperative Education Research in Thailand”

**Author:** Guntima Sirijeerachai, Suranaree University of Technology, Thailand

**Supporting Author(s):** Dr. Narumol Ruksasuk, Suranaree University of Technology, Thailand

**Abstract:** Cooperative education (co-op) was first introduced in Thailand in 1993 at Suranaree University of Technology in Nakhon Ratchasima by Professor Dr. Wichit Srisa-an. This paper outlines and highlights trends in cooperative education research in Thailand both at present and in the future, which is a part of results from the documentary research on “Body of Knowledge of Cooperative Education.” This piece of qualitative research involved the analyses of 146 abstracts from the dissertations and research articles on co-op published in Thailand and other countries. Interviews with 19 administrators, lecturers, and co-op personnel from both universities and workplaces, as well as a public academic review were also conducted to gain further in-depth information.

The findings indicated that research studies on co-op were first disseminated in Thailand in 1999 while the latest ones were in 2011. There have been 43 research studies on co-op in Thailand under a wide range of topics which can be divided into 6 categories; namely, the effectiveness, the management/administration, the attitudes towards and perceptions of the co-op programs, the co-op student preparations, facilities and information technology, and the co-op network creation. Most of the research topics pertain to the management and administration of the programs whereas topics related to the network creation are found the least. The future trends in co-op research include 1) research for the development of the country, 2) research for the development of curriculum, 3) research in the ASEAN context, and 4) research for the operation of co-op.

**Key Word(s):** Cooperative education research, Cooperative education research in Thailand

**Stakeholder(s):** Institutions

## **UNITED KINGDOM**

**Title:** “From Unskilled to Employable: Using a Qualitative Examination of the Placement Timeline Research Method to Explore Student Professional and Personal Development Whilst on Multiple Work-Integrated Learning (WIL) Experiences”

**Author:** Lisa Ward, University of Huddersfield, United Kingdom

**Supporting Author(s):** Dr Tina McAdie; Alison Bravington; Prof. Nigel King

**Abstract:** This paper explores the method and findings of a qualitative examination into multiple work placements. The research consisted of 14 reflective interviews with students from across discipline areas who had undertaken a series of work placements. The range of WIL experiences included professional placements in nursing and youth work, yearlong placements in accountancy and engineering, self-directed WIL experiences in arts, informal and part-time placements.

The aim of this study was to explore the transitions that took place throughout multiple placements that helped the student to become a work ready and an effective professional. A research method, 'Placement Timeline' was developed. This allows a reflective structure for the researcher to tease out skill development and work readiness. All interviews were transcribed and coded using Nvivo qualitative software.

The paper will discuss selected findings from the research. A key theme emerged indicating that there was something distinctive about multiple placements. In effect it was as if the work readiness and skills relating to an uncertain and ever changing job market skills were fast tracked over multiple work placements. This research highlights the key transitional features of multiple placement experience.

**Key Word(s):** WIL, Multiple placements, Work readiness, Transferable skills

**Stakeholder(s):** Employers, Institutions, Students

**Title:** “Life after University: What Does the Landscape Look Like for Black and Minority Ethnic (BME) Graduates, and How Can CWIE Help?”

**Author:** Sarah Flynn, University of Hertfordshire, United Kingdom

**Supporting Author(s):** Ms Judith Baines, University of Hertfordshire, United Kingdom

**Abstract:** Recent activities have raised awareness within the UK university sector of the attainment gap that exists between BME and non-BME students; but what about life after university? BME graduates are less likely to possess a good degree leaving university, and more than three times as likely to be unemployed after graduation as compared to White UK and Irish students (The Bow Group, 2012).

Drawing on this and other research; we will take a look at the available data and present some of the challenges faced by BME graduates. We then highlight some actions that we have taken to support the success of our BME students, primarily through the use of placements and internships and mentoring, three common forms of CWIE at our University. The 2008 data from the UK Association of Graduate Careers Advisory Services (AGCAS) is stark:

- 56.2% of all white respondents secured full-time paid employment within six months, compared to 48.2% of all BME respondents and 55% of all graduates.
- 10.1% of all BME respondents were believed to be unemployed, compared to 5.7% of white respondents and 6.4% of graduates overall.
- Of those in work, 47.8% of Black / Black British graduates are in non-graduate occupations, compared to 37.4% of white graduates and 37.4% of graduates overall.

There will be an opportunity to share data about what prompted our local interest in this agenda, and discussion about the positive steps that we have taken to help our BME students have a successful life after graduation.

**Key Word(s):** Black students, Graduate employment, Placements, Attainment gap, Inequality

**Stakeholder(s):** Institutions

**Title:** “Flipping the Academy?: How the Recognition of Experiential Learning is Turning yhe University Inside Out”

**Author:** Helen Corkill, University of Bedfordshire, United Kingdom

**Supporting Author(s):** Dr. Ruth Helyer, Teesside University, United Kingdom

**Abstract:** Universities, traditionally established for the transmission of knowledge and the awarding of degrees, are increasingly required to recognize non-formal learning, whether gained through the workplace, self-driven learning (such as via MOOCs), or social activity. The concept of “flipping” the classroom is growing, encouraging autonomous rather than dependent learners by altering the traditional teaching pattern. This literally requires changes in the order of delivery, however the bigger picture represents philosophical challenges to the status of the university itself. “Flipping” requires universities to acknowledge the learning which is taking place outside the classroom because that is where some students undertake the majority of their learning activities. However, there are obvious and interesting comparisons with the wider world of the workplace, as a different but equal producer and disseminator of knowledge, and subsequently the home of different, but equal, types of students. University students, whether full or part time, are increasingly juggling the demands of working and learning. Learning derived from the workplace, as opposed to the classroom, is viewed as a relatively new, and often marginalized, area of university level study, requiring further research and attention. There is undoubtedly a continuum of experiential learning, such as work-based learning; cooperative and work integrated learning; student placements; graduate internships and more. To make some formative connections between the learning taking place through work, and via flipped learning, a small

scale research study was undertaken across two UK universities. This paper's discussion of the increased recognition of experiential learning is contextualized by the study's findings.

**Key Word(s):** Work place, Experiential learning, Universities

**Stakeholder(s):** Institutions

**Title:** "Towards the Sustainability of Work-Integrated Learning Curriculum in Europe"

**Author:** David Devins, Leeds Metropolitan University, United Kingdom

**Supporting Author(s):**

**Abstract:** The Europe 2020 strategy puts the relevance of education systems at the heart of European Union efforts to improve competitiveness and achieve smart, sustainable and inclusive economic growth. Work Integrated Learning (WIL) has a key role to play and it has been a central element of higher education programs in areas such as medicine for many years. However WIL remains a relatively small part of Higher Education systems overall and there remain a number of institutional, pedagogical and ideological objections which continue to hamper its wider development in most EU States.

This paper draws on a review of the literature and fifteen case studies from across Europe to identify a framework and a set of principles that may be used to underpin the development and sustainability of WIL programs. The case studies reflect a range of specific programs and curricula at various levels. A cross case analysis is undertaken using the key elements (identification of labor market need, planning, delivery and evaluation) of a systemic curriculum development cycle and the concept of intellectual capital is used to identify a set of factors to support the development and sustainability of WIL.

The analysis highlights curriculum as a dynamic framework guiding teaching and learning processes as well as acting as a steering mechanism for the quality of WIL programs. The analysis suggests some variation between member States, particularly related to the national regulatory environment. However, there are also many similarities in the factors which impact on the successful development and implementation of WIL which can be used to support the employer-university capital, structural capital and human capital necessary to develop and sustain WIL.

**Key Word(s):**

**Stakeholder(s):** Employers, Institutions

## **UNITED STATES**

**Title:** "Building Social Capital in Internship/Co-op Experiences"

**Author:** Philip Gardner, Michigan State University, USA

**Supporting Author(s):**

**Abstract:** The increased attention given skills and competencies that transcends mastery of one's academic discipline has received renewed attention since the on-set of the global recession. While employer focused employability studies, addressing different points in a young professional's career trajectory (entry, early, and mid), have been released in the past several years, little has been done to understand how many of these desired competencies have been fostered by the students' academic and co-curricular experiences. Ulrich Teichler has made this point to his European colleagues as has his U.S. counterparts to their stakeholders. To examine how the internship process may foster one very important competency, the development of social capital, a large sample of interns and co-op students were recently surveyed to determine how they may have developed social/professional connections during their internship. The survey instrument drew upon emotional expression, social integration, and



mentor-protégé theories to develop appropriate scales. Dimensions, such as self-learning, dealing with people, working in organizations, access to expertise, and organizational attachment, have been shown high reliability in preliminary statistical tests. A structural model has been hypothesized that will be tested to link these dimensions to intentions to accept a full-time position and success with experience. Our findings will be shared with internship/co-op stakeholders to better understand how social capital shapes and directs the internship experience and the transition into the workplace.

**Key Word(s):** Social capital, Supervisor (mentor), Organizational attachment, Intentions to accept

**Stakeholder(s):** Employers, Institutions, Students

**Title:** “Drexel’s Research Co-Op Program - Programmatic Structure and Learning Outcomes”

**Author:** N. John DiNardo, Drexel University, USA

**Supporting Author(s):** Peter Franks, Drexel University, USA

**Abstract:** Cooperative education is a central component of Drexel’s academic programs across all undergraduate majors; 93% of students participate in at least one six-month work experience. These experiences not only develop student professional skills that are aligned with classroom learning, but co-op extends the breadth of learning outcomes that are key to successfully fulfilling career requirements upon graduation. As part of Drexel’s 2007-2012 strategic plan, increasing research opportunities for undergraduates was identified as a high priority. The introduction of Research Co-ops represented a novel initiative to achieve this strategic goal and funding was provided for students to work with faculty researchers primarily on campus but in some cases extending nationally and internationally. The focus of this initiative was to provide experiences for students interested in research across a wide range of disciplines and eventual progression to graduate school and a research career. Research Co-ops provide six-month full-time work on research projects with deliverables such as peer-reviewed papers and presentations, including presentations at Drexel’s Research Day. Twice annually, Research Co-op proposals submitted by active research faculty are vetted through Drexel’s Steinbright Career Development Center; those projects selected are provided funding, often as a match to the faculty member’s existing research funding. Typically upper division students apply and are selected by the faculty member. Students are provided opportunities to work on state-of-the-art research projects, gaining a better perspective on the key questions being addressed in their discipline and contributing to solutions of these questions under the mentorship of faculty, graduate researchers, and post-doctoral fellows. In many fields, this initiative partially addresses the broader impact of funded research supported by government funding agencies such as the National Science Foundation and the National Institutes of Health. This presentation will describe the logistics of the Research Co-op program; provide examples of Research Co-op projects across a range of disciplines; provide data on Research Co-op outcomes from student and faculty surveys; demonstrate how Research Co-ops connect with Drexel’s 2012-2017 strategic plan, particularly focusing on global impact and other institutional strategic priorities; and, show areas of alignment with student learning priorities and institutional learning outcomes assessment.

**Key Word(s):** Undergraduate research, Learning assessment

**Stakeholder(s):** Employers, Institutions, Students, Society

**Title:** “Case Study of Efforts at Two Institutions to Expand Work Integrated Learning to Emphasize Service-Learning and Civic Engagement”

**Author:** James Stellar, Queens College (CUNY), USA

**Supporting Author(s):** Dr. Paul Forestell, Long Island University, USA

**Abstract:** Colleges and universities are increasingly adding/strengthening experiential education activities to meet demands for greater workplace-readiness of graduates. Liberal Arts and Sciences

institutions increasingly focus on civic engagement and global learning, along with more traditional work-integrated learning. We employ the case study method to compare experiences with community-based program implementation at the two schools at which we work: Queens College and Long Island University, both in the New York metropolitan area. We concentrate the case studies on service-learning and civic engagement activities. We also draw on the rich history of other institutions that have participated in WACE Global Experiential Education Institutes.

At Queens College about 100 students were selected for a program of institutionally-paid service internships, the CUNY Service Corps. Participants worked a maximum of 15 hours a week for two semesters. At LIU, approximately 60 students participated in a one-week international service learning program, funded by a corporate donor.

We restrict our analysis to the first year of planning and implementation. Factors we examine include: integration between various units and departments involved in community based activities; collaboration with community partners to ensure reduction of “ivory tower” isolation; potential impact of participation on students’ academic success, retention, graduation rates, global awareness, and workplace readiness; and feedback from community partners regarding significance and success of the initiatives. Results are also related to principles of classic “active learning psychology,” as well as to a new approach for understanding the impact of experiential learning, based on the neuroscience of dual cognitive/instinctive processing of information.

**Key Word(s):** Experiential education, Civic engagement, Service-learning, Neuroscience

**Stakeholder(s):** Employers, Institutions, Students, Society

**Title:** “Using Co-op Evaluation Data for University and Program Learning Assessment”

**Author:** Joseph Hawk, Drexel University, USA

**Supporting Author(s):** Stephanie Sullivan, Drexel University, USA

**Abstract:** In the United States, there is continued interest in assessing student learning for curriculum, program, college, and institutional improvement, as well as to comply with accreditation standards (regional and professional). In line with Drexel University’s mission, evaluation of a student’s proficiencies in both transferrable skills (communication, leadership, etc.) and discipline-specific competencies is critical. The Steinbright Career Development Center offers a robust solution to providing our University colleagues with one source of direct assessment through the undergraduate cooperative education program which collects student performance feedback from employers at the conclusion of six-month work terms. After revising student and employer co-op evaluation and data distribution practices to better support University-wide and programmatic student learning assessment, the assessment focus has shifted to departmental collaborations, data-driven curriculum changes, and continuous quality improvement. With three years of enhanced assessment data, Drexel University is providing significant data to college deans and faculty chairs on the performance of their students in real-world work environments. This data is currently being used to support curriculum review and change by University faculty as well as to support other projects across the institution, which will be the focus of this session.

**Key Word(s):** Direct assessment, Cooperative education, Continuous improvement

**Stakeholder(s):** Employers, Institutions

**Title:** “Directed Reflection as a Tool for Promoting Integration and Assessment of Work Experiences”

**Author:** Donald McEachron, Drexel University, USA

**Supporting Author(s):** Dr. Karen Nulton, Drexel University, USA

**Abstract:** The integration and assessment of co-operative educational experiences within the academic curriculum is a difficult process to achieve. Students and faculty tend to compartmentalize these experiences while survey approaches to assessment suffer from diversity in supervisor understanding and participation resulting in significant inter-rater variability. The latter issue can be especially problematic insofar as the rater may or may not have direct experience with the student and may thus be completing the survey based upon second- or even third-hand information. In addition, survey questions in large co-operative education programs, such as found at Drexel University (Philadelphia, PA USA) must be general enough to satisfy the needs of multiple programs. This results in a loss of specificity and a reduction in the resolution and applicability of the results. To overcome these limitations, Drexel and the School of Biomedical Engineering, Science and Health Systems are implementing directed reflection as both an assessment and integration process. Students returning from their co-operative education experiences are required to provide short 400-word essays about their experiences. One such essay concerns the students' goals and experiences during their work experiences and is being used to assess students' writing skills. A second essay requests that students assess the impact of their academic curriculum on work expectations and requirements, forcing students (and the faculty who read these essays) to determine the level of integration of curriculum with work experiences. How results from this cost-effective method of data collection are being used for curriculum integration and enhancement will be discussed.

**Key Word(s):** Assessment, Integration, Reflection, Survey, Validity

**Stakeholder(s):** Employers, Institutions, Students

**Title:** "Creating Sustainable Cooperative Education Programs"

**Author:** Joy Watson, University of South Carolina, USA

**Supporting Author(s):** Dr. Cheryl Cates, University of Cincinnati, USA

**Abstract:** In 1981 the United States Department of Education invested \$26,589,700 to move cooperative education forward as a national agenda. Previous research found that approximately half of the cooperative education programs that received federal funding that year existed thirty years later in 2011. This study will explore common success factors in the sustainability of those cooperative education programs. A survey was administered to existing cooperative education programs that received federal funding in 1981 to identify the changes in program size. These programs were also asked to rate the importance of potential characteristics of cooperative education programs. The results of this survey were analyzed to determine common characteristics of cooperative education programs that self-reported growth within the last thirty years. Initial results show that programs with an increase in student growth had effective communication links between faculty, program leaders and staff as well as strong employer support. Additionally growing programs indicated that they have accepted the responsibility for direct and ongoing contact with employers. Areas of further study include the importance of program operating resources, budgeting control under the program leader and strong faculty support for cooperative education as an educational strategy. These findings and others will be further discussed in this paper.

**Key Word(s):**

**Stakeholder(s):** Employers, Institutions, Students, Society

## ACADEMIC POSTERS

### Sub-theme #1: Skill Set Acquisition for Employability

**Title:** “Project-Based Learning: An Innovative Strategy to Replace Simulation in a Bachelor of Nursing”

**Presenter:** Sharni Lavell, Australian Catholic University, Australia

**Supporting Presenter(s):** Dr. Jenneke Foottit, Australian Catholic University, Australia; Dr. Judith Gonda, Australian Catholic University, Australia; Ms. Sandra Hyde, Australian Catholic University, Australia; Ms. Rachel Ardern, Australian Catholic University, Australia

**Abstract:** The purpose of this poster is to report on the outcomes of a study which was implemented to evaluate the effectiveness of Project-based Learning (PbL) as an innovative learning strategy for final semester nursing students.

PbL is a student centered educational model that acknowledges that projects linked to the real world, as opposed to simulations, are more likely to motivate students to learn.

In addition, studies have indicated that PbL is an appropriate educational strategy for practical/technical learning that enables students to make links between previous learning and real life situations.

The aims of this project were to:

- demonstrate that PbL used as a learning strategy in the “real world laboratory” can effectively replace “simulation laboratory” learning strategies in the final semester of a Bachelor of Nursing program.
- demonstrate that PbL is an appropriate strategy to facilitate the transition from being a student to being a profession nursing practitioner.

In 2013, all the specialty elective units for the course on one campus removed the simulation sessions and incorporated PbL as the primary learning strategy. This was achieved by students conducting a clinical project of their choice in the “real world laboratory” of their specialty clinical practice placement. The project comprised 4 distinct tasks, designed to provide a framework, which became part of the student’s professional portfolio. Outcomes of this intervention were evaluated using both qualitative and quantitative methods.

**Key Word(s):** Project-based learning, Work place learning, Transition to practice

**Stakeholder(s):** Employers, Institutions, Students

**Title:** “Empowering the Youths’ Pathway from Education to Work Life Through CWIE”

**Presenter:** Kristina Johansson, University West, Sweden

**Supporting Presenter(s):** Johannes Haas, FH Joanneum, Austria; Ixaka Egurbide Lekube, Instituto Máquina Herramienta, Malaysia; Lars Svensson, University West, Sweden

**Abstract:** In autumn 2013, a European research network was initiated by three institutions of higher education (HE) that all focus on work-integrated learning (WIL) as their organizational profile. At a four day seminar, central ideas on how to address the major challenges of the contemporary European labor market for academics was investigated through the lens of WIL.

Major problems of today include the unemployment and the underemployment of youths (i.e. accepting a job under the academic level achieved). The purpose of the network is to further explore

how WIL-education could be a way to empower the students before entering work life. Through a WIL-education, they are hopefully provided with the tools and the understanding (in both an empirical and theoretical way) of contemporary work life that make them more competitive on the labor market.

Barnett (2004) claims that we have to prepare the students for the unknown future, and are there really a better way than confronting the students with the realities of their future professional field within the frame of their educational program?

**Key Word(s):** Youth, Transition, Higher Education, Work, Collaboration

**Stakeholder(s):** Employers, Institutions, Students, Society

**Title:** “A Reflection on Structured Internship in Supplier Sustainable Development Program: From Experience to Experiential Learning”

**Presenter:** Nor Idayu Mahat, Universiti Utara Malaysia, Malaysia

**Supporting Presenter(s):** Assoc. Prof. Dr. Hartini Ahmad, Universiti Utara Malaysia; Mohd Hasdan Hussin, AEON Co

**Abstract:** Supplier Sustainable Development Program (SSDP) was developed as an initiative to improve suppliers and vendors of AEON, UUM industry partner, on some specific areas related to food safety. As the involvement of new talents has been identified crucial to sustain the SSDP in long run, therefore, a structured internship program was designated in order to supply value added for students so that they will be able to work with AEON’s officer to improve the Food Safety System at stores. This paper reflects the internship program and evaluate its successfulness in achieving the ultimate goal of the program. A survey was given students to measure their satisfaction on the program. Besides, students’ enhancement in some technical skills is reported to highlight their achievement upon completion of the program. The discussed structured internship program and evaluation strategy can be easily applied in other countries to strengthen their cooperative education programs and thrust with partner industry. Interestingly, findings discussed in this paper seem to suggest that an emphasis on sharing of roles in cooperative education is the most important ingredient to develop generic skills and employment among students.

**Key Word(s):** Structured internship, Employability, Talent development

**Stakeholder(s):** Employers, Institutions, Students

**Title:** “Skills Needed by Students/Graduates in Order to be Employable: Is WIL the Remedy to Enhance Employability?”

**Presenter:** Annie Moletsane, Vaal University of Technology, South Africa

**Supporting Presenter(s):**

**Abstract:** There has been a significant change in the labour market for the past years. Changes in occupational structure and in employer's expectations means that academic qualifications is more of a pre-requisite for a job, including those jobs which a degree was not traditionally adaptable, flexible, a good communicator, innovative, problem solver, decision maker, team worker, customer focused, manager of change and most importantly someone with a drive for self-development.

It is therefore embedded on the institutions of higher education to develop, for each program they offer, specifications which gives the intended outcomes of the programs in terms of knowledge and understanding that the student/graduate will be expected to have upon completion of study. Work Integrated Learning plays an important role in ensuring the facilitation, introduction and polishing some of those skills which may have been learned in the classroom. The starting point to polish skills learned in classroom would be effective use of soft skills which includes Windows and Microsoft office packages.

There are other skills deemed crucial by employers but are not offered in classrooms and such skills will include but not limited to cognitive skills/brain power, generic/interpersonal skills, personal

capabilities/ambitions, technical skill/knowing your field of work and its instruments and trends. This paper looks at how best or what are the remedies to be applied in ensuring that our students/graduates are in possession of a set of skills which will enhance their employability.

**Key Word(s):** WIL, Employability, Skills

**Stakeholder(s):** Employers, Institutions, Students

**Title:** “Developing Cultural Intelligence: A Canadian-European Research Study”

**Presenter:** Norah McRae, University of Victoria, Canada

**Supporting Presenter(s):** Johannes Haas, FH Joanneum, Austria; Brigitte Ilg, DHBW, Germany

**Abstract:** The CANEU-COOP program is a partnership between the University of Waterloo, the University of Victoria, FH Joanneum, and Baden-Württemberg Cooperative State University. The program allows students from the Canadian universities to take part in a 4-month work session in Europe while students from the European universities come to Canada for a study term. Participants consisted of 68 students in total; 34 study session & 34 work session students.

The CANEU-COOP program includes a research component to assess global competency through the development of Cultural Intelligence (CQ), defined as “the capability to function effectively across a variety of cultural contexts (Livermore, 2011). The Cultural Intelligence Scale was used as the measure of global competency and has been found to be both a reliable and valid measure (Ang et al., 2007).

Cultural Intelligence Surveys (CQS) were administered to students and employer supervisors taking part in the program. The results of these surveys suggest that, when comparing reports of scores from before the program (T1) to after the program (T2), students reported significant increases in CQ-Knowledge, CQ-Strategy, & CQ-Action. The change in CQ-Drive was significantly lower than changes in all other dimensions. In addition, the change in CQ-Knowledge was higher than the change in CQ-Strategy. Implications for these findings, how the findings informed the development of a cross-cultural competency curriculum and employer perspectives on CQ will be discussed.

**Key Word(s):** Cultural Intelligence, Cross-Cultural Competency, Global Citizenship

**Stakeholder(s):** Employers, Institutions, Students, Society

**Title:** “Workplace Simulated Role-playing Activities in a College Educational Program in Japan”

**Presenter:** Naoko Osada, Seisen Jogakuin College, Japan

**Supporting Presenter(s):** Yasunobu Morita, Seisen Jogakuin College, Japan

**Abstract:** This study investigates how to improve the learning activities for vocational education at a women’s college, based on liberal arts in Japan. At this type of college the students mostly enter local companies as office clerks or sales clerks in a non-elite track. These kinds of jobs are important to managing the company business effectively, but there are few training programs for entry-level employees and it is also difficult to have an internship program for the students. In this study we designed workplace simulation role-playing activities and conducted research to define the design principle for exploitation of these activities in our curriculum according to the design experiment method in the learning sciences research area.

The context of the role-play is the daily sales activities between an office apparatus dealer and a small manufacturer. Both companies are modeled after local ones. The students are divided into the two companies and prepare the workplace for the company activities in the classroom. The goal of the role playing is closing the sales activities after the appropriate sales communication with the customer company. Through these activities the students could experience office activities based on the collaboration among the staff and improve their understanding about sales flow and clerical work.

We also made a computer assisted version of this role-playing activity. Using these environments we can conduct vocational education effectively for future office clerks.

**Key Word(s):** Workplace simulation, Role-playing, Office clerk, Early career, Junior college

**Stakeholder(s):** Employers, Institutions, Students

**Title:** “Human Resource Development of Engineers for Industrial Recovery from Seismic Disaster in Tohoku Area”

**Presenter:** Yasuo Utsumi, Sendai National College of Technology, Japan

**Supporting Presenter(s):** Prof. Tohru Yoshida, Sendai National College of Technology, Japan; Prof. Kimihiro Shibata, Sendai National College of Technology, Japan; Prof. Satoshi Hikichi, Sendai National College of Technology, Japan; Prof. Kietsu Iwabuchi, Sendai National College of Technology, Japan; Prof. Kazuto Miyawaki, Akita National College of Technology, Japan; Prof. Masamitsu Harada, Fukushima National College of Technology, Japan; Prof. Kazuya Kanda, Tsuruoka National College of Technology, Japan; Prof. Shigeru Sano, Ichinoseki National College of Technology, Japan; Prof. Takahisa Kan, Ichinoseki National College of Technology, Japan; Prof. Takashi Watanabe, Ichinoseki National College of Technology, Japan; Prof. Shin-ichirou Wakashima, Ichinoseki National College of Technology, Japan; Prof. Kiyotada Sato, Ichinoseki National College of Technology, Japan; Prof. Jyun-ichi Yaguchi, Hachinohe National College of Technology, Japan

**Abstract:** In the northeast, six technical colleges cover the stricken area and shall develop the system of human resource development; that could solve problems in response to short and long-term needs toward industrial revitalization and earthquake reconstruction from affected areas in the Tohoku region. In order to achieve the recovery from the seismic disaster, the project is carried on by utilizing the colleges’ strengths and industry-academia-government collaboration. Goals include:

1. Matching the seeds which the six colleges in Tohoku area corresponding to needs and problems at the present,
2. Taking advantage of the training system of local engineers and traditional associate degree, major department courses in the technical colleges, and
3. Establishing the framework of the personnel training system in the area.

The subject areas to be included, but are not limited to, are manufacturing, nanotechnology, information-communication, environment, energy, etc. Some of the procedures to be taken are:

1. Development of theme meetings of the tasks with the local manufacturing site through interviews, etc., initiated before the starting of the training,
2. Students and engineers work together to solve problems together under the support of the staff of college to ensure their safety,,
3. Obtaining opinions from stakeholders, students, companies, local bodies, etc. in response to the curriculum progression for continuous improvement, and
4. Establishing a meeting so that students and companies can discuss their solutions.

**Key Word(s):** Human resources, Disaster recovery, Employment, PBL

**Stakeholder(s):** Employers, Institutions, Students, Society

### **Sub-theme #3: Mapping Expectations**

**Title:** “The Challenges in Early Literacy Instruction: Changed Demands on Teachers and Teachers Work-Integrated Learning (WIL)”

**Presenter:** Katarina Cederlund, University West, Sweden

**Supporting Presenter(s):** Dr. Sylvana Sofkova Hashemi, University West, Sweden

**Abstract:** Writing practices in contemporary society have changed dramatically during the last decade with technologies providing opportunities for active, participatory and creative processes of learning. This entails changed expectations for literacy education which means changed demands on teachers learning and professional development. In the project Digital Arenas in early Literacy Practices the challenges new technology imposes on didactics and educational design in literacy instruction at primary school in Sweden are studied through participatory observations, interviews, workshops and text analyses in three classes in primary school. Initial results show that digital writing is introduced either sequentially assuming print-based activity as prior and necessary to develop screen-based competencies or as mixes of parallel and infused approaches with technology as a means of learning (c.f. Merchant 2008). Furthermore, we conclude that visual design is the mode of expression preferred in these early years. However, we also observed a recurrent guidance from teachers instructing students to work in one mode at a time and thus interfering creative and multimodal expression. The multimodal texts and the tension between established teaching methods and digital writing entail challenges for teachers’ knowledge and skills. As with any educational tools, the design of instruction and degree of teacher’s control, have proven to be critical to enhance writing as encouraged by an instructor on the one hand and a space for autonomy on the other. Teachers’ room for maneuver to handle these challenges becomes complicated when demands or interests are contradicting or conflicting.

**Key Word(s):**

**Stakeholder(s):** Employers, Institutions, Students, Society

**Title:** “Determinants Influencing the Success of Internships (Practicum)”

**Presenter:** Ditmar Hilpert, ESB Reutlingen - Business School, Germany

**Supporting Presenter(s):** none

**Abstract:** For several years now German HR managers have been challenged by the demographic change which comes along with skill shortage. More than 51 % of the German enterprises connect the changes of the population with the lack of skilled labor (Statista, Demografischer Wandel, 2012). In addition to effective HR marketing activities the student internship may be considered a very useful instrument for recruitment and retention of high potentials since interns have the possibility to gain insight into the company, its culture and the reality of professional life. Companies have the opportunity to present and communicate sustainably their employer brand in real life in order to win graduates over and become less exchangeable for them (Scholz, 2011, p. 175). This study aim to investigate how students and company representatives rates the most important features of a practicum and this has been done by using two questionnaires. The preliminary results show for instance that the emotional aspects and the quality of the tasks play a very critical role whereas the general framework of working hours and salary seem to be less decisive.

**Key Word(s):** Practicum, Internship, WIL, Comparative

**Stakeholder(s):** Employers, Institutions, Students

**Title:** “Matchmaking the Determinants for Internship/Co-op”

**Presenter:** Kristina Johansson, University West, Sweden



**Supporting Presenter(s):** Ditmar Hilpert, ESB Reutlingen - Business School, Germany

**Abstract:** In Germany some interesting data collection has been made, this data mining will be presented in a poster at the conference. Nevertheless, in this poster we ask for your participation to join for this Longitudinal/Cross-sectional/ European/World Wide project. Together we can decide where to go and time frames etc. In the poster presentation we will also show you our software. By using patented software and an existing and tested questionnaire the study will go easy and fast. The data can be mined, compared and published by researchers within/between countries and we can also investigate same subjects/disciplines across countries, this means that we together can build an enormous data bank and answer some of the mysterious questions regarding Work Integrated Learning.

**Key Word(s):** Call for participation, Practicum, Collaboration, Work-Integrated Learning, Longitudinal studies

**Stakeholder(s):**

**Title:** “What Are The Perceptions and Assumptions Made by Stakeholders of Work Integrated Learning and What Can be Done to Eliminate Blurry Factors on Cooperative & Work-Integrated Education?”

**Presenter:** Edwin Mabelane, Vaal University of Technology, South Africa

**Supporting Presenter(s):**

**Abstract:** Work Integrated learning (WIL) is an umbrella term for a range of approaches and strategies that integrates theory with the practice of work within a purposefully designed curriculum (Patric, C-J. et al., 2009). It is important to note that the term WIL is understood within higher education and it is also widely understood by students, industry and professional bodies. All of these stakeholders need to find the synergy among themselves and clearly defined roles of each other, so as to maximize the benefit and importance of being in a Work Integrated Learning program.

There is a number of ways in which teaching and learning in WIL can benefit from collaborative partnerships with professionals and workplaces or captains of the industries. Students have to master sets of basic level skill such as using a range of hand and machine tools in mechanical engineering. These are the skills which need to be learned from laboratories and school workshops.

The study focuses on those mapping expectations as well as looking into the uncertainty of the expected roles of each stakeholder. Work Integrated learning is a way to go and need to be viewed and treated as a tripartite alliance between the institutions, employers and students. It greatly helps in reducing skills mismatch and ensures active participation of youth in the economy of their respective countries, continents and ultimately that of the world. As such, the workplace must be the last refinement stage for students, which complement the solid foundation laid by the institutions.

**Key Word(s):** Work-Integrated learning, Expectations

**Stakeholder(s):** Employers, Institutions, Students, Society

## **Sub-theme #4: Social Inclusion and Equality**

**Title:** “The Organization and Constitution of Professional Knowledge in a Changing Organization”

**Author:** Marie Vesterlind, University West, Sweden

**Supporting Author(s):** Dr. Thomas Winman, University West, Sweden

**Abstract:** Rules, division of labour, the way knowledge, duties and areas of responsibility are understood; make up what we call organizational culture. Such representations of culture become easily taken for granted and then they turn invisible and become part of the routinized way to understand and organize work.

When organizations change organizational culture become challenged and have to be handled through negotiations where interests of different stakeholders are faced, such as managers, staffs, the law, politicians, society etc. The intersection of these multiple interests implies that the negotiation can take different directions and the arguments that are used become argumentative resources to legitimize knowledge claims.

Many studies have been scrutinizing how professional knowledge is organized and discursively constituted, however, in this study we are focusing how the development of professional knowledge is organized and constituted in a changing integration activity directed to newly arrived migrants, called civic orientation.

We draw on a view where discourse and culture are seen as emerging out of activity as different interests and representations interact. Rules, communities and division of labor as well as boundaries that define responsibilities are seen as influencing the view of what is possible to accomplish.

According to the results different views and kinds of knowledge are made relevant in different communities and manifested in utterances about “we – them”, ‘right- wrong’ and as different interests. Interests characterized by economical and functional arguments intersect with more relational and experience based interests founded in everyday practice.

**Key Word(s):** Knowledge, Culture, Organizations, Change

**Stakeholder(s):** Employers, Institutions, Students, Society

## **Sub-theme #5: Social and Political Trends**

**Title:** “Career Decision Making of Undergraduate College Students Enrolled in a Career Planning Course”

**Presenter:** Charlie Wilder, Mississippi State University, USA

**Supporting Presenter(s):** April Heiselt, Mississippi State University, USA

**Abstract:** With implications for guiding students toward appropriate career paths with greater efficiency, this research seeks to improve our understanding of career path decisions made by undeclared college freshmen. Results of this qualitative study involve analysis of data from a series of interviews, assessments, and lesson responses taken from students enrolled in a career planning course. This project addresses prominent influencing factors experienced by undeclared students and considers how career services professionals can proactively respond. Observed trends are considered for adapting career services to a changing student population.

This research project is currently ongoing during the fall 2013 semester. Preliminary data suggests that entering college students with undeclared majors may decide to attend a particular university based on family ties, location, cost/scholarships awarded, and campus climate. Additionally, attending college is viewed more as a rite of passage or a process that must be completed before attaining adult status. The decision to declare a major, while having considerable implications for the student’s college and post college careers, may not be as important to these students; the prevailing student attitude seems to reflect an emphasis on making decisions while the student progresses in college. The purpose of this poster is to increase awareness of social trends existing among entering college students regarding choosing a university and degree program. While the student participants of this study have not yet completed any experiential education, the career decisions involved during this beginning semester of college will impact their decisions to seek work experience before graduation.

**Key Word(s):** Career planning, Decision making, Qualitative, Research, University

**Stakeholder(s):** Institutions, Society

**Title:** “Rationalities in Work-Integrated Learning”

**Author:** Ville Björck, University West, Sweden

**Supporting Author(s):**

**Abstract:** In higher education, work-integrated learning (WIL) is used with a purpose of generating added value to students’ learning. In theory, the rationalities for using work-integrated learning can be talked about and understood in various ways (with the use of different discursive accounts). Since 2002, University West in Sweden is commissioned by the government to develop different forms of work-integrated learning. With the intent to contribute to the theoretical understanding of WIL, the aim of this study is to investigate how work-integrated learning is articulated in policy documents and other texts at University West. The data has been analyzed by the use of a Foucauldian discourse analysis; giving specific emphasis to the constructions and functionalities of particular figures of thought, which are part of how work-integrated learning is talked about. In addition, the discursive analysis indicates that the figure of thought of usefulness is the principle idea constructed in the documents; articulating the advantage of work-integrated learning in terms of utility, e.g. in the shape of employability. In relation to this, the analysis also elucidates how governing power relations operate through the figure of thought of usefulness ordering utility as the rationale of work-integrated learning, while other ways of talking about WIL, e.g. as a form of higher education that gives added value to students’ theoretical understanding, are implicitly excluded.

**Key Word(s):** WIL, Figure of thought of usefulness, Foucauldian discourse analysis, Power relations

**Stakeholder(s):** Institutions, Students, Society

## **Sub-theme #6: Interdisciplinary Knowledge**

**Title:** “Work integrated informal Learning (WiiL): Adopting Social Networking as Interdisciplinary Learning at Workplace”

**Presenter:** Rashid Ali, COMSATS Institute of Information Technology, Pakistan

**Supporting Presenter(s):** Ms. Summara Asghar, University West, Sweden; Dr. Maria Spante, University West, Sweden

**Abstract:** Work Integrated Learning usually focuses on student's practical knowledge and learning during the education, while a student after completing the institutional period is still a student at workplace as s/he never stops learning. Learning within the organization is not only the formal training and education of the employees, but also an informal process of sharing knowledge. The knowledge is often embedded in organizational activities, practices, and norms, as well as the social ties among the persons.

The use of social networking site within the organization enables a new work integrated method of learning and communication among the colleagues from different disciplines, encouraging both personal and professional informal knowledge sharing inside the organization. Our analysis of employee's behavior and acceptance of social networking as an informal way of learning was performed by a descriptive case survey research.

The respondents providing the empirical data for survey consisted of 105 out of 180 targeted employees from a private IT organization in Pakistan. The questionnaire results present that the

professionals use social networking sites to share their experiences and to build a virtual break in the hierarchical levels of the profession within the organization. Their motivation in using social networking includes sharing personal and professional experiences with co-workers and advancing their career. This paper illustrates the power of social networking as a Work Integrated Informal Learning (WIIL) tool that contributes significantly to increase the gain of interdisciplinary knowledge within the organization.

**Key Word(s):** Work Integrated Learning, Informal Learning, Interdisciplinary knowledge sharing

**Stakeholder(s):** Employers

**Title:** "Work-Integrated Learning and Technology Enhanced Competence Development for Expert Engineers in the Manufacturing Industry"

**Presenter:** Monika Hattinger, University West, Sweden

**Supporting Presenter(s):**

**Abstract:** The industry is continuously facing an increasing global competition and a higher level of customer needs. They face challenges like high quality deliveries and technological performances with less cost, which calls for an advanced knowledge production to manage changes and long-term business goals. In order to be able to perform in everyday work and deal with problem solving at the workplace, engineers can benefit from work-integrated learning supported by digital courses online. Courses within the project will mainly be developed from the companies needs of competences within Production Technology. Knowledge content will be co-created in a collaborative process with all participating stakeholders in the project community, accomplished as short modules and distributed on-line to allow employees' to train in more flexible forms than before.

The course modules aim to give opportunities for employees to use digital platforms and social media so they can discuss industrial problems and solutions with other colleges, the university tutors and collaborating companies. A variety of digital on-line tools for solving simulation based problems will be evaluated and used. The aim is to understand what role social technology media have for support of learning integrated in work, i.e. Work-Integrated Learning (WIL). We therefore study how learning is developed and communicated through online interaction and communication. Some studies argue for that ICT-learning initiatives within educational contexts (at the university) are easier to make successful (Beldarrain, 2006), but in a workplace context other conditions may interfere with learning initiatives. Schreurs and Al-Huneidi (2012) emphasize the need to assess the readiness in organizations for adopting e-learning initiatives. Björn (2011) describes the "socio-technical connections in global engineering" as a way to understand the use of technology and knowledge in the community. A preliminary result from the first interview study within 16 companies gives understanding and knowledge about the industrial companies Readiness for participating in competence development projects. This knowledge will help us to design a learning model, integrated in the workplace that can support learning and knowledge production for both the organization as well as for expert engineers.

**Key Word(s):** Work-integrated Learning, Technology Enhanced Competence Development, Manufacturing industry

**Stakeholder(s):** Employers

**Title:** "Going Global - an International Course in Work-Integrated Learning"

**Presenter:** Kristina Johansson, University West, Sweden

**Supporting Presenter(s):** Dr. Leif Karlsson, University of Kristianstad, Sweden

**Abstract:** Kristianstad University and University West, both located in Sweden, have in collaboration developed a higher education course focusing on WIL and work placed learning. The course has been running for two semesters and been very well evaluated. We now want to take the course one step further and develop it in an international context. University West and VILÅ R have taken the lead in this

and we started to cooperate with the national organizations in Australia, Canada, England, Thailand and maybe New Zealand and South Africa.

The process of going global together with the structure, content and implementation of the course will be presented and discussed. The presentation will also strive to encourage representatives of Swedish universities to engage in the implementation of the course and to provide information to those interested to contribute or even to attend the course.

**Key Word(s):** Work-integrated learning, Internationalization, Competence development, Adult learning  
**Stakeholder(s):** Institutions

**Title:** "A Phenomenological Exploration of the Holistic Experiences of Bangladeshi MBA Students at a UK University"

**Presenter:** Naushaba Singh, London School of Business and Finance, United Kingdom

**Supporting Presenter(s):**

**Abstract:** A study abroad is a dream to visit another country for a better and different learning experience. UK is the second most popular destination with student numbers exceeding 400,000. Studying students' experiences from particular countries is an area of growth with most of the research focusing on Chinese students. This study sits within the context of exploring student experiences from a Bangladesh.

Majority of the research is researcher driven, quantitative and focusing on capturing early experiences. There are some longitudinal studies using mixed methods or grounded theory. There are very few qualitative studies.

This research explores the journeys of seven Bangladeshi MBA students at a UK university and the main research question is "What are the holistic experiences of Bangladeshi MBA students in one University in the United Kingdom during their period of study?" It is led by the student voice and adopts a phenomenological approach to the understanding of the lived experiences of these students.

The essential themes to have emerged from the research are; reasons for study abroad, impact of relationships on study experience, coping strategies, differences and similarities with other international students, and the journey ahead. The contributions of the study are in

- highlighting the need to understand the entire journey and not just focus on the early stages of the student experience as this provides a skewed picture of international student experience,
- presenting data that has been led entirely by the student voice,
- and adding to the extant literature on country specific research.

**Key Word(s):** International Student Experience, Holistic, Phenomenological

**Stakeholder(s):** Employers, Institutions, Students, Society

## **Sub-theme #7: Assessment**

**Title:** "Curricular Adjustment and Relevant Assessments: A Case Study"

**Presenter:** Alexander Christoforidis, University of Cincinnati, USA

**Supporting Presenter(s):** Liam Ream, University of Cincinnati, USA

**Abstract:** Employer assessments can be helpful to faculty in a number of ways in answering a variety of questions: "how we are doing?" "how we can improve?" "are your needs changing?" "did our curricular changes have an effect on our students' performance?" . In this paper, we will track employer

evaluation comments as they relate to curricular changes and adjustments as they were made in the School of Architecture and Interior Design at the University of Cincinnati. In particular, we will track performance reviews as they relate to questions included in employer evaluation forms, over a period spanning ten years. We will look at both standard questions that were used as well as questions included to study the effect of particular curricular changes. Over the study period, 2004 through 2013, we will examine the effect of evaluations on curricular changes, the effect of curricular changes on evaluations, over time, and the effect on evaluations by subsequent curricular adjustments.

**Key Word(s):** Assessment, Evaluations, Curricular changes

**Stakeholder(s):** Institutions

**Title:** "Re-Designing Work-Integrated Learning to Meet the Negotiated Demands of Professionals and Designing Teachers' Realization of a New Design"

**Author:** Emmie Wahlström, Mälardalen University, Sweden

**Supporting Author(s):** Mr. Jörgen Hansson, University West, Sweden; Mr. Nils Söderman, University West, Sweden

**Abstract:** The bachelors program in Health promotion has, since 1988, included large portions of work-integrated learning. In 2009 a re-design of the work-integrated learning parts was initiated aiming to adapt these parts to the new conditions for public health professionals and a new program curriculum. The re-design meant a transition from "shadowing" a public health professional to performing assignments of significance for - students learning and achieving the course curriculum, and - the professionals taking on students. The adaption of the new design has been ongoing since 2009, constantly refining the content and the relations with the professionals. This paper aims to describe the realization of the new design of work-integrated learning in the health promotion program at University West and the professionals' experiences of this new design.

To describe the professionals' experiences, a focus group with four professionals taking on students has been performed. Discussions involved how the professionals design for learning in the field and development potentials of the design used. Data is currently being analyzed through thematic content analysis. Document analysis of written documents (memos, notes, curriculums, etc.) has been used to describe the realization of the new design.

Preliminary results include a description of the new design that integrates learning in practice, in the classroom and in a half-fictional case scenario. Professionals experience that this design clarify the purpose of and their role in the work-integrated learning periods. This description will generate increased knowledge and examples of how work-integrated learning can be designed.

**Key Word(s):**

**Stakeholder:** Institutions, Students, Society

## **Sub-theme #8: Supervision and Mentoring**

**Title:** "Teachers' Perspective on School Leadership for IT"

**Presenter:** Ann Svensson, University West, Sweden

**Supporting Presenter(s):**

**Abstract:** This paper is based on a case study conducted within the GNU project (Cross-Border Nordic Education). The GNU project is a virtual educational project including school leaders, teachers and students (grades 5-9) in Denmark, Norway and Sweden. The characteristics of school leaders have impact on development and use of digital technology within schools (Riel & Becker, 2008). The aim of this paper is to analyze how the teachers perceive the leadership for IT from three dimensions; 1) setting direction, 2) developing people, and 3) making the organization work (Dexter, 2008). A qualitative method is used where the teachers have been interviewed. The analysis is made using the TPACK framework (Mishra & Koehler, 2006; Cox & Graham, 2009). The TPACK is used to evaluate the technological, pedagogical and content knowledge supported by the school leaders. The results show that a technological knowledge leadership was apparent within all of the schools. The leaders try to set the direction for the knowledge development. Though, the teachers perceive that the technological knowledge is only related to the pedagogical knowledge initiated within the teacher's team. Within one of the four schools the teachers perceive that the leader sets the direction in coordinating the technological, pedagogical and content knowledge. A few more of the teachers perceive that the leader develop people in supporting the coordination of technological, pedagogical and content knowledge. In making the organization work the teachers perceive very little support to integrate the different knowledge types, except from teachers at one of the schools

**Key Word(s):** Leadership, Technical Knowledge, Pedagogical knowledge, Content knowledge

**Stakeholder(s):** Employers, Institutions, Students, Society

**Title:** "Experiential Training of Graduate Pharmacy Students - Faculty Liaison Experience in Qatar"

**Presenter:** Kerry Wilbur, Qatar University College of Pharmacy, Qatar

**Supporting Presenter(s):** Dr. Emily Black, Qatar University College of Pharmacy, Qatar; Dr. Maria Paiva; Ms Banan El-Mukhalalalti, University of Bath, United Kingdom

**Abstract:** Qatar University (QU) College of Pharmacy (CPH) introduced a post-baccalaureate graduate Doctor of Pharmacy (PharmD) degree in 2011. PharmD training supports an advanced pharmacy practice model whereby pharmacists are integrated members of multidisciplinary care teams who collaborate with other clinicians in patient management. Graduate students complete 32-weeks of experiential training with pharmacist mentors in Qatar. These novice preceptors are highly motivated, but require reinforcement in delivery of a North-American-derived structured clinical internship. The program established a network of faculty liaisons who coordinate internship site visits to support supervision and evaluation of graduate students. The objective of this study was to characterize preceptor and student views and experiences with these visits.

A cross-sectional survey of PharmD preceptors and students was administered at the conclusion of the program's first (2012) and third years (2014). In the first year, most preceptors were satisfied with faculty liaison site visits (24, 85.7%) compared to students (3, 30%). When considering preceptor and student expectations, preceptors felt that faculty liaisons should be participating in passive roles, such as observing student report of patient cases (22, 78.6%); whereas students felt faculty liaisons should facilitate activities such as leading therapeutic discussions (9, 90%). Despite differences in expectations, all students and most preceptors felt faculty liaison visits should continue.

Views and satisfaction with faculty liaison visits differed between preceptors and students. Our experience contributes to the scarce body of literature pertaining to clinical supervision within diverse cultural contexts. The survey will be re-administered in April 2014.

**Key Word(s):** Clinical supervision, Advanced pharmacy practice, Transferred curriculum, International health education models

**Stakeholder(s):** Institutions

## **Sub-theme #9: Sustainability**

**Title:** “Academia-Industry Collaboration Project: Elimination of the Mismatch”

**Author:** Lily Julienti Abu Bakar, Universiti Utara Malaysia, Malaysia

**Supporting Author(s):** Prof. Hartini Ahmad, Universiti Utara Malaysia, Malaysia

**Abstract:** The paper discusses the pilot project on the academia-industry collaboration that tackles the issue of mismatch of talents to meet the requirements by the industry. We involved in the project anchored by one of the reputable companies and participated by five universities in Malaysia. Based on 360 degree approach, each key player in this project including organizations, universities, students, trainers and auditors came out with the gaps in the expectations and requirements. Used one case example from the project, we found mismatch in some generic skills and technical skills possessed by students compared to those required by the industry. Besides, we found factors that contribute to the mismatch including education and training systems, structures, procedures and processes in preparing talents for employability. It has been suggested for further elimination those mismatch and improvements need to be done continuously.

**Key Word(s):** Generic skills, Technical skills, Mismatch of skills

**Stakeholder(s):** Employers, Institutions, Students

## **Sub-theme #10: Other (i.e. Research Related to Learning Outcomes, Quality Initiatives, etc.)**

**Title:** “Employer Evaluations of Coop Student Job Performance and Outcome Assessment: A Tale of Two Cities”

**Presenter:** Rocco Fondacaro, University of Waterloo, Canada

**Supporting Presenter(s):** Dr. Cheryl Cates, University of Cincinnati, USA; Lisa Barlow, University of Cincinnati, USA

**Abstract:** The University of Cincinnati and the University of Waterloo are the oldest and largest co-operative education programs in the North America. Both institutions have long histories of gathering employer evaluations of co-op student job performance. Both institutions have recently modified the methodology and forms of their student performance evaluations (SPE) in order address new and more stringent requirements to assess specified learning outcomes from institutional and government stakeholders. The outcomes assessment data have a myriad of program quality assurance applications including such things as learning effectiveness, meeting professional accreditation criteria and curriculum improvement.

This poster will compare and contrast the philosophical / pedagogical and methodological underpinnings of each institution’s SPE outcome assessment instrument and process. Results from co-op employer evaluation data collected for the three 2013 work terms (since changes were introduced) in comparable Engineering disciplines at both institutions will be used to discuss several issues, including trends in perceived outcome attainment, the validity of the outcome constructs, the validity and reliability of the SPE assessment methods. Conclusions will highlight differences between the two



institutions, current and future opportunities with longitudinal data, plans for both institutions regarding SPE assessment data and explore the broader implications and challenges of collecting and applying third-party (i.e., co-op employers) SPE data to assess learning outcomes and influence curriculum.

**Key Word(s):** Learning outcomes, Co-op employer evaluations

**Stakeholder(s):** Employers, Institutions, Students, Society

**Title:** “Activity Report of Intellectual Property Student Advisory Office at Sendai National College of Technology in the 2013 Fiscal Year”

**Presenter:** Masahiko Itoh, Sendai National College of Technology, Japan

**Supporting Presenter(s):** Prof. Yasuo Utsumi, Sendai National College of Technology, Japan

**Abstract:** In the execution of CO-OP or Internship, the ability that the result of the demonstrated creativity can be made an intellectual property is requested at a worldwide level in the 21st century. Students of engineering are very capable of developing their own creativity by suitable educational contents focused on experiences, starting just after the entering the education system. Sendai National College of Technology (SNCT) has been implementing creativity education of experience-based thinking in individual grade levels from 15 to 22 years old in order to train up the students from an early stage for creative and practical engineering. This Creativity-based Intellectual Property Education Project has been adopted by the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT), under its contemporary education needs supporting program in 2006. The project is to construct an educational system that has the following characteristics; 1) to collaborate and unify creative education and intellectual properties, and 2) for the students to recognize the importance of the profit that results from their activities, giving them a strong motivation to achieve property rights. We targeted training the environment of students and challenging new businesses by producing innovative products with new technologies. Intellectual Property Student Advisory Office (IPSAO) is the center of fostering human resources specializing in creativity, organizing invention contest, lecturing on intellectual property rights and filing the students’ patents. This paper reports the framework of our project in detail and the environment of the students’ exciting participation, which are performed at SNCT in 2013.

**Key Word(s):** Creativity education, Intellectual property, Intellectual Property Student Advisory Office (IPSAO), Invention contest, Lecture on patent

**Stakeholder(s):** Institutions, Students

**Title:** “Examining Internships as a High-Impact Educational Practice”

**Presenter:** Kerri Day Keller, Kansas State University, USA

**Supporting Presenter(s):**

**Abstract:** Colleges and universities across the United States seek new, creative, and impactful ways to enhance student engagement. The study of student engagement has led to the identification of several “high-impact” educational practices that appear to generate higher levels of student performance, learning, and development than the traditional classroom experience (Brownell & Swaner, 2010). Internships, when done well, are among Kuh’s (2008) recommended high-impact educational practices. However, what is essential for internships to be done well? What are the student learning outcomes of internships that are done well? To answer these research questions, a qualitative study reconstructed the internship experiences of nearly 20 undergraduate students. Four essence themes and four outcome themes emerged from the study’s data that was collected from students along with faculty members and employers. According to study participants, internships that are done well require commitment, connect the classroom to career, facilitate good communication, and provide a sense of community. In addition, internships that are done well develop the competencies of students, produce career-related crystallization, build self-confidence, and generate capital. The results suggest that when

internships are done well, they can embody Kuh's (2008) six elements of high impact practices as they are effortful, include feedback, apply learning, prompt reflection, build relationships, and engage across differences. Moreover, the findings of this study potentially help the entire campus community â faculty, advisors, and career development professionals â and employers as they help students fulfill their learning and career development goals (O'Neill, 2010).

**Key Word(s):** Internship, High-impact, Student engagement

**Stakeholder(s):** Employers, Institutions

**Title:** "Community-based Cooperative Education to Produce Engineers with a Global View"

**Presenter:** Kazuya Kanda, Tsuruoka National College of Technology, Japan

**Supporting Presenter(s):** Dr. Takaya Sato, Tsuruoka National College of Technology, Japan; Dr. Hiroshi Tanaka, Tsuruoka National College of Technology, Japan; Dr. Arata Yasuda, Tsuruoka National College of Technology, Japan; Dr. Tsukasa Sato, Tsuruoka National College of Technology, Japan

**Abstract:** Our school, Tsuruoka National College of Technology is an organization of higher learning that trains young people to be hands-on engineers through a five-year course. We use community-based cooperative education to produce engineers with a global view. Starting with the 2013 academic year, we provide 3rd, 4th, and 5th year students with on-the job experiences in cooperative education during extended vacations in spring and summer. To be specific, they work 2 to 3 weeks during vacation periods and receive compensation for their labor. We are advancing this project in cooperation with private companies and are sharing with them the objective of education, which covers promotion of communication skills and technical capabilities depending on the grade level of students.

In addition, we entrust the duty of training workshops for visiting companies to students, thereby helping them to learn about the businesses they might want to enter in the future. Students visit such local companies where graduated students are working, where they learn about activities and work there, and participate in shop tours. After these activities, question and answer sessions with active engineers are held, which we emphasize heavily.

Although this training workshop is currently done mainly with local businesses, we plan to expand the scope widely to include enterprises in foreign countries. Furthermore, to promote cooperative education, career education is being started at lower grade levels. Moreover, we provide students with guidance in this discipline before they get that education.

**Key Word(s):** Community-based cooperative education, On-the job experiences, Training workshops for visiting companies, A five-year course

**Stakeholder(s):** Employers, Students, Society

**Title:** "Educational Design of a Doctoral Course Where Work-Integrated Learning Influences All Dimensions of a Course: Content, Format, Activities, Teaching-Learning Model, and Outcome"

**Presenter:** Lena Pareto, University West, Sweden

**Supporting Presenter(s):** Dr. Ann Svensson, University West, Sweden

**Abstract:** Being the first university in the world to provide doctoral education in Work-Integrated Learning (WIL), we face the challenge of how to integrate WIL philosophy in doctoral education. Here, we describe our approach to integrate WIL in a course where WIL informatics research plays five different roles as: 1) the main course content, 2) the target occupation of the students and occupational field of the teachers, 3) the analytical perspective of the research activities in the course, 4) the educational method where teachers and students conduct collaborative research activities as a cognitive apprenticeship learning model, and 5) a co-authored research paper as outcome. Our approach, results and lessons learned from the course will be described. In the course a meta-analysis of WIL informatics research will be conducted examining the following dimensions: theories relevant for WIL; methods used in WIL research; occupational fields in WIL-informatics studies and roles of

technology in WIL research. The course is arranged in the following phases: Local investigation: locally rooted research within the field is examined by the students in dialogue with the authors; Local synthesis: teachers and students explore the results and synthesize a local WIL-model; Global overview: related international literature is selected and studied; Global synthesis: The local WIL-model is compared to the global investigation. Co-authoring: a research paper is co-authored by students and teachers and presented at the WACE conference. This way, the WIL philosophy influences the course content, the course format, the activities, the teaching-learning model, and the outcome of the course.

**Key Word(s):** Work-integrated learning, Doctoral course design

**Stakeholder(s):** Institutions, Students

**Title:** "Case Study in Human Capital Development in Industry Centre of Excellence"

**Presenter:** Hartini Ahmad, Universiti Utara Malaysia, Malaysia

**Supporting Presenter(s):** Prof. Shamsuddin Baharin, Universiti Malaysia Pahang, Malaysia; Dr. Nor Idayu Mahat, Universiti Utara Malaysia, Malaysia

**Abstract:** This paper reveals the assessments made on a system in Industry Centre of Excellence (ICoE) in addressing human capital requirements for industries in Malaysia. A panel data analysis was performed in order to measure the gaps on the specific skills required by the industry and the skills possessed by the students. The results showed the students who engaged earlier in the systems prepared themselves better for the specific industry. One case exemplar is the structured internship program on wholesale and retail cluster, in which the students were selected during the profiling and enrolled for special training by the companies in each semester before they undergo the industrial training. These students are more capable and understand what the companies want from them.

**Key Word(s):** University industry collaboration, Structured internship

**Stakeholder(s):** Employers, Institutions, Students, Society