

WACE WORLD CONFERENCE THAILAND CONCURRENT SESSION SCHEDULE

CONCURRENT SESSION A TUESDAY JUNE 6, 2017 1:30 PM TO 3:00 PM

CHIANGMAI ROOM 1
Session Chair: Buratin Khampirat

1:30 pm – 1:55 pm

REFEREED PAPER (RESEARCH)

Title: “Work-integrated Learning for the Digital Economy: A Systematic Literature Review”

Abstract: In the digital era, the growth of technology and the change of human behavior in technology consumption have affected to the business management. Developing digital workforce to work in a modern environment is important in the digital economy. Work-integrated Learning (WiL) which is a cognizance of learning can help academic keep up with the changes especially IT/digital skills. WiL emphasizes on education outside the classroom and makes the learner have the opportunity to apply theory learned and to learn by experience as well. This paper provides a systematic literature review (SLR) of previous work about WiL related to IT/digital industry including IT/digital departments in other sectors. The objectives are to explore and analyze WiL model, private adoption, technology or management tool and to propose research gaps and trends for academic to create WiL curriculum for IT/digital industry. The published articles were collected from 2006 to 2016 during 15 Sep 2016 - 15 Oct 2016 on eight databases. The SLR processes are identifying research questions, developing a protocol, searching primary and secondary databases, assessing research quality, extracting data, synthesizing data, reporting results and discussing research gaps and trends. There are 168 articles related to searching criteria. After included/excluded search, 42 articles matched. WiL models have been presented. Their summary details are explained. We have found the models offered are very broad while prospected careers and needs of the digital workforce are narrowed down. We provide directions of WiL model in the digital economy and future trends.

2:00 pm – 2:25 pm

REFEREED PAPER (RESEARCH)

Title: “Scaffolding Learner Autonomy in Work Integrated Learning”

Abstract: The information technology sodden millennial generation (tertiary students) of the 21st century value independence, self-direction and autonomy. Learner autonomy introduced in the context of Work Integrated Learning (WIL) provides this capacity for detachment, critical reflection, decision making and independent action to deliver greater responsibility for, and increase ownership in learning. The objectives of the workshop are to identify and articulate work skills, to interpret the relationship between work skills development and autonomy, to explore how autonomy can become explicit in curriculum design and WIL learning experiences, and, to demonstrate applications of student autonomy in teaching and learning and professional practice. A variety of audio visual and hands on activities are used in the workshop to articulate the above objectives. The workshop illustrates methods with which WIL students can have a greater control over their learning and become more aware of the strategies that they already use or could potentially use. Learner autonomy therefore will become a more meaningful learner centered tool that will increase the motivation and engagement of the current millennial WIL student.

2:30 pm – 2:55 pm

PAPER PRESENTATION

Title: “Employer Engagement in Skills Development through Work-Based Learning in Malaysia”

Abstract; The importance of high quality infrastructure and its maintenance lies in its ability to stimulate economic growth as it fuels business activities, creates job opportunities, markets product, and generates earnings. In consideration of this importance, the public sector encourages private sector participation in the delivery of public services and infrastructure in terms of funding and expertise. A successful Public Private Partnership (PPP) is one vehicle used in Malaysia to achieve this aim. One of the successful PPP implementation is the collaboration between Polytechnic Sultan Ibrahim Sultan. This PPP has been signed through the concept of “Smart Partnership Model” and “Mutual Agreement” whereby both parties are intended for long term contracts between the government and its public sector partners, in which they will share knowledge, experience and facilities. Furthermore, this partnership will enable staff mobility, staff exchange, high skill training and employability skill via custom courses based on the industry’s needs. This partnership results in the emerging of blue ocean strategy and enhancing the quality of trainee in Southern Region in Hospitality Industries. On the other hand, private sector participation in public service delivery emerged as a viable alternative to combat economic downturn.

CHIANGMAI ROOM 2
Session Chair: Rachel Heyes

1:30 pm – 2:30 pm

WORKSHOP

Title: “Student employability – putting the smart before the course, using technology to get students ready for the workforce”

Abstract: In today’s competitive and often rapidly change student employment environment, it is becoming increasingly important to manage all aspects of your student employment program at top efficiency. This interactive workshop will identify the critical technology issues and help provide helpful, practical solutions to these issues. Topics such as student recruitment, student preparation and employer relations data management will be discussed in detail.

2:35 pm – 3:00 pm

PAPER PRESENTATION

Title: “Work Integrated Learning (WIL) curriculum dimensions for quality outcomes and enhanced employability”

Abstract: Developing and effecting a Work Integrated Learning (WIL) curriculum promotes the acquisition of students' employability capabilities and builds resilience, adaptability and agility, important attributes for ensuring lifelong employability. Furthermore, outcomes of WIL are capricious and context dependent. Tripartite partnerships between industry/community, universities and students, fundamental to enacting a WIL curriculum,

add further complexity to the WIL context. This dynamic warrants a curriculum design that encourages personalized learning and stimulates developmental intellectual complexity. This research validates aspects of curriculum design to optimize student outcomes. The study highlights WIL curriculum dimensions with empirical measures demonstrating their impact on student outcomes.

A sample of 3336 students across nine institutions self-reported on exposure to curriculum dimensions and the acquisition of employability skills. Through an iterative process, a 45 item survey was developed covering skills and knowledge in relation to employability. Respondents rated their perceived ability against each item and the frequency of the curriculum dimensions evident in the WIL experience. Findings show that students reporting a higher level of exposure to the curriculum dimensions scored better results on employability dimensions. The significant positive impact of curriculum dimensions on employability skills validates the importance of WIL for work-readiness. Furthermore, it provides a basis for quality assurance frameworks, evaluation of effectiveness, and WIL curriculum design.

This presentation will highlight the quality dimensions of a WIL curriculum emerging from this research and how it impacts on the incremental development of employability skills. A WIL Curriculum Framework will be showcased portraying the dynamic nature of the WIL construct.

CHIANGMAI ROOM 3
Session Chair: Nancy Johnston

1:30 pm – 1:55 pm

REFEREED PAPER (RESEARCH)

Title: "Current Work Integrated Learning Practice in South African Technical and Vocational Education and Training Colleges: A concern for student employability"

Abstract: South Africa is faced with challenges that include high unemployment rates, low levels of skills and declining quality of the education system. Work Integrated Learning (WIL) is regarded as an appropriate pedagogical approach that could improve the quality of education and enhance student employability. It is against this background that this paper presents the research findings on how WIL is understood, planned and implemented by the South African Technical and Vocational Education and Training (TVET) college staff, using both quantitative and qualitative approaches. The research findings from the conducted survey and focus group interviews revealed that WIL is defined, understood and practiced differently across TVET colleges and that there is conceptual confusion in terms of the WIL terminology. The research also highlighted lack of standardised procedures and proper plans for preparing, placing, assessing and monitoring students for workplace-based learning. The research indicated that WIL is an unfamiliar and emerging concept in the TVET sector. The paper expresses a concern and raises questions in relation to the contribution of the reported WIL staff practice to student employability. The paper also calls for the promotion of WIL as an effective teaching and learning approach for staff development programmes. The paper uses the following theory of change: If WIL is used as an approach that underpins staff development programmes, staff will deliver high quality WIL that will develop student employability skills and graduate attributes for self-employment. Such graduates will in turn have a significant contribution to South Africa's socio-economic growth and social development.

2:00 pm – 3:00 pm

WORKSHOP

Title: "Creating Career Pathways for Employability"

Abstract: In the United States, there is a shortage of skilled employees in many fields including information technology, health care and manufacturing. Many technical colleges, including Chippewa Valley Technical College, are working in partnership with employers to produce more highly skilled graduates who are immediately employable in their chosen career field. This workshop will describe the model being used at Chippewa Valley Technical College to produce successful graduates. The model begins with the college carefully designing its programs to meet the needs of area employers through a process that includes job studies, industry surveys and focus groups. The second part of the model involves attracting students into the college's programs and preparing them to be successful after graduation. Elements of the student engagement model include 1) initiating career planning with middle school students (grades six to nine), 2) offering technical college courses, certifications and degree programs to secondary school students (grades ten to twelve), 3) offering career pathways (or program of varying length) to technical college students, and 4) connecting technical college students with employers through internships and clinical experiences. Chippewa Valley Technical College, as part of the Wisconsin Technical College System, has received state and federal funding to develop and apply this career pathway model. The college has also received funding and equipment donations from corporate partners. The results are impressive. Each year, more than 90 percent of the college's graduates find employment in positions related to their program area after graduation.

CHIANGMAI ROOM 4
Session Chair: Kristina Sandstrom

1:30 pm – 1:55 pm

REFEREED PAPER (RESEARCH)

Title: "Parameters of a "Good" Professional Experience: Employer Perspective"

Abstract: Historically, researchers have provided a sound understanding of what WIL students expect in a good internship or co-op experience (Hearst, Hearst and Gardner). Less evidence is available on what WIL host organizations believe a good experience should be. This presentation brings together two employer studies that address this issue: The University of Waterloo study of 525 direct co-op supervisors and the Collegiate Employment Research Institute at Michigan State University study of 1280 internship/co-op recruiters and managers. Combined evidence illustrates the commitment of these WIL organizations to providing experiences that allow students to learn by gaining mastery of their assignments, make progress toward their career goals and expand their interest. The most important factor considered in a potential co-op is someone who is enthusiastic

and shows a real interest in the learning experience being provided. In addition, they seek hardworking, and resourceful applicants who can produce quality work. Differences are examined by organizational size and industry sector.

2:00 pm – 2:25 pm

REFEREED PAPER (DISCUSSION)

Title: "Assessment Model: A Case Study of Chemical Engineering Work Integrated Learning at Durban University of Technology"

Abstract: In professions like teaching, health sciences and engineering, students need to cover a significant amount of work based learning through practice before obtaining a qualification. A university qualification does not automatically confer employment in a rapidly changing global economy. Employers are also challenging higher education institutions to describe better what students can actually do on graduation, and not just what they know. This has spurred on the introduction of the work based learning model adopted by the department of chemical engineering. The learning outcomes for work integrated learning have to be aligned to the qualification outcomes to ensure that the theory is applied in a practical environment. The department of Chemical Engineering has developed a work integrated model for technicians which includes assessment of learning outcomes that are aligned to the outcomes of the National Diploma. Students are required to spend 12 months of the 3 year Diploma in a work environment. The assessment is comprised of both qualitative and quantitative assessments. The assessment model includes technical reports which require the completion of specific outcomes based on the knowledge areas for chemical engineering technicians, workplace accreditation and assessment, supervisor assessments, student assessments and oral presentations. This model has been approved by the professional accreditation body and the quality assurance bodies within the institution. The department has been able to work closely with various industries on an ongoing basis to ensure that students are assigned suitable tasks during the 12 month training period to ensure the completion of the prescribed outcomes.

2:30 pm – 2:55 pm

PAPER PRESENTATION

Title: "The Let's Discover Culture Activities in WD-CWIE program; Case study @ Western Digital Thailand"

Abstract: To improve students for learning about diversity culture, teamwork, presentation skill and get trust together. The process that Western Digital has been doing for more than 3 years. The purposes are as following:

1. To let student trainees explore new culture from around the world.
2. To let students communicate and improve their English skills.
3. To let foreign trainees and Thai trainees get to know each other.
4. To prepare students for the globalization.

From this activity we had good feedback and outcome from students participated in The Let's Discover Culture Activities in WD-CWIE program. The activities will lead by students themselves but guided by mentors.

For WD will be facilitator to support all materials and budget, we will get qualified students from local and oversea to work together.

Lead student needs to plan and discuss with all to have the best schedule of activities, evaluate the satisfaction in each activity, improvement from last student leader and will presentation before finish the CWIE program at WD. The activities will be selected from foreign students such as Japanese student will present his culture, interesting places in Japan and conduct game or share food to all.

CHIANGMAI ROOM 5
Session Chair: Norah McRae

1:30 pm – 2:30 pm

WORKSHOP

Title: "How to develop a conference proceedings paper into a journal article"

Abstract: The intent of this workshop is to discuss how a journal article can be crafted from a conference proceedings paper stemming from the same research undertaking or scholarly discussion. A common path for publishing scholarly debate and, especially, research outcomes in work-integrated learning (WIL) is to first produce an oral presentation, followed by a fuller oral presentation with refereed conference proceedings, and then subsequently a journal article. However, at the latter two stages considerable care must be taken to avoid the issue "double-publishing".

This workshop will commence with a broad discussion around publishing strategies that allow researchers and authors to maximise publishing impact of their work. Because performance of research active staff are measured by the quality and volume of their research outputs (of which journal articles are the most common and significant), maximising publishing impact can significantly influence career progressing. Focussing primarily on the WACE Refereed Conference Proceedings and the Asia-Pacific Journal of Cooperative Education (APJCE), discussion will explore how a quality conference proceedings paper could be crafted into an article that can be submitted to a journal. Participants will be encouraged to talk about their own examples and context as well as work through some completed examples.

This workshop is aimed at developing/emerging researchers who are beginning their publishing career and also researchers who may have already published articles but have struggled with the balance between conference proceedings and journal articles.

2:35 pm – 3:00 pm

PAPER PRESENTATION

Title: "Study Camp: Volunteer Teaching Program by Co-op Students"

Abstract: Cooperative Education Program has provided the students not only the practical experiences in their academic studies, but also the social responsibility and soft/behavior skills are also put in practice. Study Camp is a volunteer teaching program lead by an International Co-op Student from UVIC, Canada, who was working in Western Digital, Prachinburi, purposely to support educational activity at Ban Pong Pai School, a local primary school near by the company. With great support and participation of the volunteer teachers - 17 co-op students from different countries and 20 volunteer WD employees, the project was successfully managed. Four learning activities had been initiated within four main areas, Math and Science, Art, English and Music with the objective to enhance the targeted students' both hard skills and soft (behavioral) skills.

From Cooperative Education's perspective, this project provided the students opportunities to develop their social and behavior skills. Cross Cultural Competent and Cross Cultural Diversity were the inevitable learning points the students had got to learn in the whole process of the project. Getting feedback from every stakeholders - the project manager, volunteer teachers, targeted students, the school's teachers and the parents, the project itself was seen as the success story of the cooperative education program in WD Prachinburi as it had contributed not only for the students themselves but also the employee, the education and the society.

The positive influence from the project will gain a lot of opportunities for improvement of the cooperative education program other countries as the best practice. It will also provide opportunity to the professor and other distinguished audiences to apply or adapt this activity to other particular contexts.