

WACE WORLD CONFERENCE THAILAND CONCURRENT SESSION ABSTRACT
CONCURRENT SESSION C
WEDNESDAY JUNE 7 10:30 AM – 12:00 PM

CHIANGMAI ROOM 1
Session Chair: Sue Soikie

10:30 am – 10:55 am

REFEREED PAPER (RESEARCH)

Title: "Student and graduate perspectives on the impact of support for learners by facilitators of Work Integrated Learning (WIL). A case study of Durban University of Technology (DUT)"

Abstract: Students and graduates are on the receiving end with regards to the development of the practice of WIL. In South Africa, students are not involved or even consulted when Universities of Technology (UoTs) strategize and implement the plans for the facilitation of WIL in different programmes that are offered. This is happening despite the fact that students and graduates are expected to perform well and exhibit the desired outcomes of WIL. Also, there is no evidence to ascertain the fact that students are adequately prepared before being sent to industry for WIL. Yet they are expected to hit the ground running at the end of the exposure. It must be noted that students are from different backgrounds. Most of these students are very young and were in high school before enrolling at DUT. This paper is looking at exploring the views of students and graduates with regards to the impact of learner support by the facilitators of WIL. The outcome can also be used as a device to measure the effectiveness of learner support facilitation.

11:00 am -12:00 pm

WORKSHOP

Title: "Preparing accounting students for WIL success through a collaborative SME-supported model: University of Canberra"

Abstract: This 2016 innovative campus based WIL pilot resulted from a successful government grant in collaboration with the Chartered Accountants of Australia and New Zealand (CAANZ) and members from various Small to Medium Enterprise (SME) accounting firms in Canberra. This grant resulted in a model being developed to address and implement strategies to address a perceived lack of employability and generic skills among accounting students. Prior literature has addressed this but applying this in the accounting environment to "test" and/or validate the concerns has been limited. The project developed and tested, in collaboration with SME representatives a theoretically supported applied model in order to develop students' technical and professional skills prior to undertaking a WIL internship placement.

Under the model, students undertook a three-week intensive extra curricula programme on the University's campus. A total of 20 professional accountants participated in its development and delivery. On completion students were interviewed with successful interviewees being offered a WIL internship placement in an accounting firm. The majority of students participating and who were offered placements were international students. Many of the unsuccessful students did receive internships with other non-accounting organisations.

Following their work placement, students and the professional supervisors were each interviewed by the principle

academic to determine the programme's effectiveness and impact. The results are most encouraging with a number of students being offered full time employment. Sustainability of the programme appears guaranteed judging by the increased number of 2017 students applying and new SME interest to become involved.

CHIANGMAI ROOM 2
Session Chair: Judene Pretti

10:30 am – 10:55 am

REFEREED PAPER (RESEARCH)

Title: "The Challenges of Understanding Work Skills through Pre and Post Perceptions of WIL students in Mexico"

Abstract: Understanding the application of work skills to future employability and the ability of students to engage in each of these work skills is a challenge to Mexico where unemployment of youth is double that of the rest of the economically active population. Research was conducted at the Universidad de Guadalajara in the Faculty of Management using a sample of 50 students engaged in Business and Management studies. This study replicates the research done in Australia using the Work Skills Development framework (WSD) of Bandaranaike & Willison, 2009/2016, to identify similarities and differences in the perceptions of the levels of autonomy in work skills before and after a placement. The analysis encrypts the five levels of autonomy in the WSD from highly structured direction and guidance from the supervisor to working within self-determined guidelines. The objective is to find out intrinsic and extrinsic factors associated with the perceived levels of autonomy. The WSD framework provides educators with a lens through which to interpret and articulate work skills gained through participation in CWIE both from a learning and assessment point of view. This qualitative study is a preliminary investigation using basic descriptive statistics to compare the pre and post placement performance of the Mexican students. These results are then compared with the Australian study. This study is valuable to assess whether there are significant changes in student understanding of work skills as they progress through the placement and what factors if any, contribute to or inhibit the progress.

11:00 am – 11:25 am

REFEREED PAPER (RESEARCH)

Title: "Career Direction or Re-direction - The Impact of WIL on Exercise & Sports Science Students"

Abstract: Exercise and sports science (E&SS) is an umbrella term that encompasses a range of career outcomes, including strength and conditioning, health promotion and exercise rehabilitation. Universities that deliver E&SS programs provide work integrated learning (WIL) opportunities to allow students to integrate theoretical knowledge into the workplace and to assist students to make decisions about their future careers. Current research in other disciplines indicate influential relationships between WIL and career choice, with supervisor attitude, level of support and ability to teach, having the greatest impact.

The aim of this study was to determine the influence of WIL experiences on the future career choice of E&SS students and to identify the reasons students would or would not remain at the WIL agency for future employment.

An online survey distributed to final year E&SS students at Federation University Australia explored WIL experiences and the impact on career aspirations (n=20).

Results showed positive WIL experiences significantly influenced a student to pursue a career in the same field ($p = 0.049$) with WIL agencies playing a leading role in providing an inspiring and supportive atmosphere. However, negative experiences did not discourage students from choosing a career in the same field ($p = 0.093$). Reasons for not pursuing employment within the field were a lack of interest in the work and lack of full time employment.

These findings have implications for universities delivering E&SS programs and industry supervisors to ensure that WIL experiences are positive and provide opportunities for students to explore career options available within E&SS.

11:30 am – 11:55 am

REFEREED PAPER (DISCUSSION)

Title: "Contemporary Impact of New UoTs Curricula on Industry's needs: a case study of Durban University of Technology (DUT) in South Africa"

Abstract: Universities of technology as higher education institutions are little known in South Africa at present, these universities have to be known, understood and accepted by our contemporary Industrial Partners. The traditional Technicons, at the time of their demise, was well understood and well accepted, especially by industry, who found their students highly employable. Students too had come to realise that their chances of getting a job with a Technikon qualification were greater than with an ordinary traditional university degree. That flagship/trademark has been lost and the challenge is to get universities of technology to the same level of awareness as quickly as possible. Above all, it is important to get everyone to realise and accept that in the present higher education landscape that all universities in South Africa are of equal status. They only differ in their focus. Currently, here again, UOT qualifications are known as second best when compared to the traditional University. Why?

Universities of technology in South Africa are well on their way towards becoming first-choice institutions for: school-leavers wanting a practical, career-focused university qualification; adult workers needing recognition of their prior learning and experience and being able to move on from there and industries looking for graduates with practical, hands-on experience, who can commence "hands on" running when they enter the workplace.

This research will entail studies from staff at DUT in South African to provide the reader with an indication of the kind of work presently undertaken in South Africa's universities of technology that will meet Industries needs and acceptance by Industry of the new curricula.

CHIANGMAI ROOM 3
Session Chair: Judie Kay

10:30 am – 10:55 am

REFEREED PAPER (RESEARCH)

Title: "The influence of work placements on the career planning of business undergraduates"

Abstract: Effective career planning among undergraduates is increasingly important amid competitive graduate labour markets and rising graduate unemployment and underemployment. Students, and new graduates, must be able to set clearly defined career objectives in line with their career aspirations. They should also be equipped to identify suitable development pathways to achieve their career goals. This study examines the impact of Work-Integrated Learning (WIL), the intersection of academic and workplace learning, on student career objectives and their career planning. While WIL comes in many forms - such as internships, practicums, industry-based projects and simulations - this study focuses on the completion of a work placement by 50 business undergraduates as an elective component of their degree studies in a Western Australian university. The study adopts a qualitative approach and uses the structured, assessed reflections of the participating students to examine how the placement influenced their career objectives; what they learned about themselves in relation to their career intentions; and what strategies the student identified for personal and professional development to improve their employment prospects. The study advances our understanding of the factors which underpin undergraduate career objectives and how WIL may influence these. Second, it outlines the potential of WIL to improve on apparently weak levels of student engagement with career planning. Implications in regard to future career counseling and the potential role of WIL are discussed.

11:00 am – 12:00 pm

WORKSHOP

Title: "International WIL Placements: Mutually Beneficial or One-sided?"

Abstract: Much has been made of placement of WIL students in foreign countries. Industries such as Western Digital Thailand have collaborated strongly on this WIL student exchange programme, accepting students from many different countries. Universities in Thailand have hosted these international students. BUT - has there been reciprocity? Are the Thai students getting equal treatment and placement in industry when they are placed in foreign countries? Why is it difficult to place South African students in some Western countries? What is the role of WACE & the WACE ISO's in facilitating such placements?

Apart from engaging with various country representatives during this workshop, proposals on improving the international WIL placements will be debated and recommendations made so that there is parity of esteem for each country's students and host universities.

CHIANGMAI ROOM 4
Session Chair: Boni Gantile

10:30 am – 10:55 am

REFEREED PAPER (DISCUSSION)

Title: "The Initiative/Foundation "Kreative Koepfe" (Creative Thinkers)"

Abstract: Low fertility rates and high life expectancies have caused Germany's working-age population to shrink. This has forced Germany's current population to carry the burden of their aging population. Companies in Germany have been struggling to fill positions due to the lack of a working class.

While currently the numbers for enrollment in the area of STEM (science, technology, engineering and mathematics) has stagnated, companies are trying early on to encourage pupils to become more interested in these areas.

One mean as recruitment tools are internships that are trending especially in Germany due to this struggle in the hunt for talent.

The initiative/foundation "Kreative Koepfe" (Creative Thinkers) which is being introduced here, is already stepping in earlier by approaching younger pupils. They are approaching pupils between the ages of 12 - 18 already in the classrooms by bringing them together with companies to create an interest in working in technical areas. In this way, they hope to reduce a potential deficit of workforce in the STEM area.

11:00 am – 11:25 am

PAPER PRESENTATION

Title: "Influence of the KOREATECH Co-op Program (IPP) on Graduates' Employment and Job Performance"

Abstract: KOREATECH has designed an Industry Professional Practice (IPP) program that allows students to work full-time in relevant industries for at least four months since 2012. In this paper, we intend to share KOREATECH's experience and expertise. In order to compensate for the problems encountered by traditional short-term internship programs, KOREATECH benchmarked the cooperative model developed in North America, and adapted it for the Korean educational system; its main features are as follows: 1) the operation of a semester-based quarter system (spring/fall semesters with summer/winter sessions); 2) academic credits and tuition payments for IPP; 3) asymmetrical separation of time (six and four months) during ten-month IPP period; 4) project/task-based IPP operations; and 5) preparing students entering university to take advantage of the IPP system. In addition, KOREATECH developed a systematic performance assessment model to evaluate the effectiveness of its IPP program and find ways to improve the program's operations and procedures on the basis of Kirkpatrick's four-stage assessment model.

A questionnaire survey was conducted for KOREATECH graduates and their superiors to examine influence of IPP experiences on employment and job performance after college graduation. A total of 730 graduates who graduated within last 5 years participated in the survey, with 213 graduates (29.2%) having IPP experiences, and 162 superiors rated their subordinates on five performance criteria, of whom 42 (25.9%) were IPP-participants. The analysis results are mixed. On the one hand, employment rate of IPP participants was 89.7%, compared to 86.8% of graduates without field experiences. Although 2.9% is not a significant number, it is meaningful from the perspective of KOREATECH, which already had the highest employment rate of all universities in Korea. IPP participants perceived that field experiences contributed substantially to getting a job (3.98 using 5-point Likert scale) through hands-on experiences on jobs and organizations and understanding of required skills on the job. In addition, participants of the IPP program were more satisfied with their salary and felt less unfair about their career and promotion opportunities in their organizations than graduates without field experiences, although salary differences between them were not statistically significant. 66.0% of IPP participants perceived that field

experiences contributed to enhancing job skills, while 14.5% didn't. The most important reason behind ineffective field experiences was field training irrelevant to majors and/or current jobs. These contrasting results are judged to show strengths and weaknesses of the IPP program at the same time. The limitations of the study and future research directions are discussed at the last part.

11:30 am – 11:55 am

PAPER PRESENTATION

Title: "Cultural Awareness and Short Term Study Abroad Courses"

Abstract: The purpose of this research is to investigate if participation in a short term study abroad increase students' cultural quotient. As more and more students are engaging in international experiential learning, it is important to measure the affect of short term study abroad and cultural quotient. Data from the 2016 study abroad will be analyze utilizing a reflection survey. Students enrolled in the Spring 2017 course will be asked to complete the Cultural Quotient and that data will be presented.

CHIANGMAI ROOM 5
Session Chair: Paul Scott

10:30 am – 10:55 am

REFEREED PAPER (DISCUSSION)

Title: "The uncertainty of the Work-Integrated learning process based on the Theory for Motivated Information Management"

Abstract: The focus in this article is to review information management (IM) for the WIL process. The IM for the WIL process distinguish between two main levels of IM which are referred to as personal information management (PIM) and organisational information management (OIM). The concept boundary-spanning is also discussed as it impacts on the relationship between the triad partnerships on the IM function related to WIL. To strengthen this boundary-spanning between the triad partners of WIL the Theory of Motivated Information Management (TMIM) provides the foundation on which uncertainty that develops in the triad relationship of WIL can be used to facilitate solutions. The triad partnership for WIL is based on relationships. These relationships are critical to manage information for WIL as it requires specific links between the triad partners to facilitate an effective and efficient IM approach for WIL. This article highlighted how the Theory of Motivated Information Management can help to strengthen the boundary-spanning between the triad partners and how it can minimize the uncertainty between the triad partners. A qualitative approach was used to highlight the importance of boundary-spanning through the Theory of Motivated Information Management.

11:00 am – 12:00 pm

WORKSHOP

Title: "Risk Management and Emergency Response Framework for International Work Terms"

Abstract: The University of Waterloo recorded 930+ co-op work terms to 60+ countries outside Canada and USA last year alone; a continuing indicator of steady growth. “Internationalization” is a strategic indicator in UWaterloo’s 6th-decade plan towards creating richer institutional collaborations, improving post-graduation employability outcomes, and enhancing student experience. Hence, there is greater focus on developing co-op opportunities globally. With increasing unpredictability in the world’s economic, political and environmental landscapes, there is even greater focus on student safety abroad. Whether it is a handful of students, or several hundred, safety of every student is equally important.

In this workshop, we will share the design and development of our risk management & emergency response framework based on attributes of education, assessment and preparedness, and duty of care for student safety. We will identify several risk issues faced by any institution that facilitates international education mobility. We will present a solution through a framework built with input from the university’s Secretariat (legal counsel), Safety Office and Emergency Response Officer, and staff who facilitate the day-to-day mobility process and follow-up. This framework, which is part of the university’s international travel internal audit conducted by Deloitte, has demonstrated success through more than ½ dozen tests in the field. We will then facilitate a conversation around risk management and emergency response best practices of institutions at the table. The intent of this workshop is to share practitioner learnings so that everyone at the table can learn from experiences rather than having to reinvent the wheel.