CHIANGMAI ROOM 1
Session Chair: Marty Ford

1:30 pm – 2:30 pm

ROUNDTABLE DISCUSSION

Title: "Designing High Impact Programs for Learning & Employability: An Overview by Faculty & Alumni of WACE's 3 Day Institute for Experiential Education"

Abstract: Creating or enhancing High Impact Experiential Education programs has become a top priority for senior academic leadership at every institution. Regardless of geographic location, the pressure to provide high quality, high impact experiential education opportunities for your students is driving change within your institution and within higher education community. This workshop is designed to provide an open dialogue atmosphere to discuss the challenges you face and receive practical suggestions from a highly experienced group of institute faculty. Additionally, there will be an alumna of the institute who can address how her institution is implementing the information and strategies from the Institute to bring sustainable and transformative change to her institution and the education they offer to their students. A real must attend if you are looking to start, change or upscale your existing program.

2:35 pm – 3:00 pm

REFEREED PAPER (RESEARCH)

Title: "Making social mobility a reality? Graduate perspectives on student placements"

Abstract: This study investigated the perspectives of recent computing graduates, who had expressed interest in taking a work placement while they were studying, in order to gather their narratives of the placement process and beginning graduate employment. Participants had all registered for a student placement, before graduating from one of 12 Scottish universities between 2010 and 2015. Their perspectives were gathered via online questionnaires and semi-structured interviews. These also gathered demographic information, potentially revealing the influence of students' backgrounds on their take-up and completion of placements and their early career paths. The survey data showed that those who had completed a work placement were, on average, earning more and were more likely to be in employment. By a very small margin, the majority of students who had undertaken a placement self-identified as middle class. From their perspectives as graduates, interviewees felt that doing a placement had been essential in gaining their graduate jobs and establishing the skills and experience to begin to perform those roles. Reasons for not taking a placement included: unsuccessful applications, the time needed by the applications process, and a preference to focus on university study. This study provides valuable information to university staff, students, and employers when considering the promotion and implementation of work placements to diverse students.

CHIANGMAI ROOM 2
Session Chair: Christine Arsenault

1:30 pm – 1:55 pm

REFEREED PAPER (RESEARCH)

Title: "Identifying Student Work Skills and Personal Values for WIL: A Host Organisation Perspective"

Abstract: Although there is a wealth of experience and expertise in managing and supervising existing student placements as part of the work-integrated learning experience (WIL) in Australia, to maximise our capacity to address the potential diversity of WIL students, there is a need for greater insight into the key demands and expectations of relevant industry/host organisations. Such knowledge is fundamental to develop and refine existing frameworks for assessing student suitability for placement and employability, which in turn will inform the preparational learning for placement and the studentâ s success in placement as part of CWIE.
The researchers investigate diverse industry/host organisation perspectives on the fundamental work skills and personal values desired from tertiary work placement students with the research directly contributing to widen the limited existing literature and understandings of the nexus between cognitive (thinking/mental skills/knowledge) and affective (emotion/feeling/ attitude or self) learning domains across different disciplines. The presenter will share and discuss the interim findings from the first stage of an incremental survey conducted with placement host organisations across disciplines in Science, Planning and Social Work in Australia. This cross-disciplinary research utilises a mixed methods data collection and analysis by gathering quantitative data around specific work skills and personal value attributes, which have been informed by relevant literature on tertiary student work placements and fundamental employability facets as well as implementing methods of qualitative data collection and analysis. Through this approach, the researchers reiterate the potential and value of cross-disciplinary work and research as expressed in the research topic itself, but also through the applied methodology and therefore responds with a creative and innovative approach to some of the currently identified challenges in CWIE programs while exploring new potentials and opportunities.

2:00 pm – 2:25 pm

REFEREED PAPER (RESEARCH)

Title: "International Students Work Integrated Learning Experience: Lessons Learnt from a UoT in

South Africa"

Abstract: The successful transition into democracy for South Africa presented opportunities and triggered a reform of the country's education system. The transformation of the higher education sector saw the emergence of Universities of Technology (UoTs). With the legacy of strong industry partnerships at Technikons these UoTs were

charged to embed WIL into their mission and curriculum by promoting industry exposure through placement and assessment at workplace sites. The concept as a critical phenomenon to redress imbalances of the past through enabling access to employment opportunities. A number of policy documents in Higher Education reflect their efforts in this regard.

The national policy on WIL has however been identified as presenting challenges to international students as they are not considered for selection for government grants and other benefits.

A qualitative approach was utilised for the study. Beneficiaries were selected on availability from the central database of the Centre for Community engagement and Work Integrated Learning at an identified UoT. Focus group sessions were conducted with a sample at 17 international students from a randomly selected department in the Faculty of Engineering. The responses from the participants were put into different categories and summarised. Emerging themes were identified.

Challenges and frustrations both in legislative frameworks and attitudes were recognised. The students further shared advice on how the WIL framework could be structured differently, key benefits for the institution and improvement in learning.

The study recommends strategies to address issues which were raised by the students. The strategies can be used by management of the institution for consideration by national WIL structures.
2:30 pm – 2:55 pm

PAPER PRESENTATION

Title: "Exploration, Development, Graduation, and Employment: A Multi-Campus, Enterprise-Wide Framework for Student Success"

Abstract: Indiana University launched Career EDGE (Exploration, Development, Graduation, and Employment), a multi-campus, integrated framework aimed at increasing students' successful preparation for the workplace. Twelve online EDGE modules have been developed, covering topics such as parallel planning, you and your options, networking, negotiating and accepting offers, internships, and interviewing. Modules are designed to be integrated into courses, advising or career counseling meetings, and other student experiences, such as co-curricular programming. In addition to modules, there is an annual EDGE Conference, bringing together enterprise-wide career services professionals and others to share best practices, learn from each other, and develop strategies for increasing student engagement and preparation for experiential learning opportunities. This paper describes the origin and purpose of EDGE; explains how EDGE modules and topics have been developed; identifies the administrative, financial, technological, and other challenges and opportunities in launching this multi-campus, enterprise-wide initiative; discusses lessons learned and pitfalls-to-avoid in implementing EDGE programming; and shares results-to-date and next steps in this framework for student success. Considerations for scaling, sustaining, and adapting EDGE to other contexts will also be presented.

CHIANGMAI ROOM 3
Session Chair: Patricia Orozco Quijano

1:30 pm – 2:30 pm

WORKSHOP

Title: "Online professional development: Extending the international connection of experience and impact"

Abstract: The intent of this workshop is to discuss outcomes from participating in an online professional development module on theories underpinning student learning, as reported by Eames and Cates (2011) and Fenwick (2000), through participation with cooperative and work-integrated education (CWIE). This module concluded with how these theories could inform, and be applied to, day-to-day practice.

This workshop will commence with an introduction to the background of the module. The workshop will then progress to participants sharing their experiences of participating in the module. The main focus of the workshop will be for attendees to consider and discuss some challenging issues within their own WIL programmes. During this stage of the workshop, attendees will be split into groups of about 5-10 attendees and discuss challenging aspects of their programmes within their groups. As the workshop discussions progress, facilitators will connect with each group and provide direction and input where needed. At the end of the group discussions, groups will be asked to identify other areas they think are in need of professional development modules. The intention is for the workshop to be highly interactive.

The workshop will end with each group sharing an overview of their discussions with input, where appropriate, from other groups and to share the reviews of future professional development direction. Each group will be encouraged to share contact details to enable ongoing discussion after the workshop and develop greater international connectiveness and networking.

2:35 pm – 3:00 pm

PAPER PRESENTATION

Title: "Challenges and Opportunities for a Mandatory Co-op Program in a Small Resource-Based Economy"

Abstract: The mandatory Bachelor of Engineering co-operative education program at Memorial University of Newfoundland (MUN) is the third oldest in Canada. The first graduating class of 74 students in 1974 increased to 211 in 2017. The Vision2020 plan is to double the Faculty by 2020. Traditionally the economy of Newfoundland and Labrador (NL) has been primarily resource based; fishing, forestry, mining, and recently oil and gas. As they boom and bust, so does the provincial economy. A population density of 1.4 people per sq. km makes it difficult to establish other forms of employment. Newfoundlanders have always been a migrant work force, often leaving the province to gain employment. During the early years of the co-op program significant numbers of students left NL for work terms in manufacturing, and knowledge based positions. In the mid 1990â s the NL economy improved as offshore oil production began and valuable work term positions ensued. By the late 2000â s the global financial crisis and drop in the price of oil impacted the NL economy and local work terms became scarcer. The MUN Faculty of Engineering and Applied Science and Co-operative Education Office are developing new opportunities for students in a weak economy. Challenges include; the NL economy, limited knowledge of the program outside NL, cost of travel, mandatory work terms, increased competition, and cultural adaptation for international

students. Opportunities being developed include; new out of province and international job development, stipend based research and service learning opportunities, a job search aggregator, and increasing entrepreneurial culture.

CHIANGMAI ROOM 4
Session Chair: Melinda Hall

1:30 pm – 1:55 pm

REFEREED PAPER (RESEARCH)

Title: "Lifelong Learning Levels in Co-op and Non Co-op Students: Findings from a Preliminary Study on Rangsit University in Thailand"

Abstract: Lifelong Learning (LLL) which is characterized by self-directed learning has been globally recognized as an essential element of education policy, important to success in the workplace. It is also linked to the vision of the digital society and future learning to improve human capital.

The purposes of this quantitative research were to investigate the LLL level of Co-op and Non Co-op students at the Rangsit University, a leading private university in Thailand, and to explore the relationship between indicators of LLL. The instruments used were the self-rated questionnaires with five-point Likert scales (1-5). The preliminary findings show that the levels of LLL have been well evaluated and there is a significant relationship between aspects of LLL. The Rangsit University has been continuously attempting to embed LLL skills into the learning and teaching system since 2006, to date, through courses such as RSU 101 - meritocracy and ETH101 - Ethics Morals Promotion and Development.

LLL skills are linked to career development and enhance an individual's opportunity to successfully compete in the global economy. Students therefore need to adopt aspects of LLL and continually develop these skills. Higher education can support and promote LLL into the culture of the institution for all staff and students across the learning and project activities; research; diversity of culture and environment; personal development programmes, and Cooperative & Work Integrated Education (CWIE). Future studies may develop scoring rubrics to assess the skills of LLL and compare characteristics of LLL between developing and developed countries.

2:00 pm – 2:25 pm

PAPER PRESENTATION

Title: "1st International Co-operative student in HGST a Western Digital Company"

Abstract: 1st International Co-operative student in HGST a Western Digital Company
I always had a dream of gaining the proper experience in one of the most well-known Companies word wide. An opportunity was presented, for going abroad to do co-operative education with Western Digital Thailand. I was so excited I couldnâ t believe that I passed the interview and that I was soon going to take a long journey to Thailand that made my dream come true.
In 2016, my university DUT joined hands with (SUT) to play a big role in making my dream a reality by supporting

me in every possible way. Somewhere in February I was then called to complete the process and other paper work. From that day, I felt a break through that I was going abroad to a company that I was always seeing their Product when I was a Technical Support/Desktop support. 10th March was my 1st day at work, the Staff were so welcoming, they took care of me. The project that I was doing was Linux Operating System Base. Final Project Presentation took place in Western Digital Bang Pa-in. The project meet my expectations, it changed my way of thinking, presenting, handling pressure, and made me who I am today. Through the challenges that I faced during the project, there was always something new for me to learn.

As time went by other International students from Europe, Japan, Dubai, Germany, Spain, Indonesia, China and joined me, together we attended ASEAN Camp that was Hosted by SUT. In the camp, we learnt about different Asian cultures through activities that took place.

During the Co-operative, not only I gained experience, my team and staff who were always talking me got a chance to be assisted to improve their English communicating skill level. When I left the company, it was clear that I made my foot print in the company. Today with me I have what no one can take away from me which was offered to me by the joined hands of DUT, SUT and WD.

2:30 pm – 2:55 pm

PAPER PRESENTATION

Title: "Service Learning: A Case of Student Leadership and Engagement in an HIV/AIDS Community Project"

Abstract: Please Higher Education institutions are encouraged to engage with communities as part of a developmental agenda. The aim is to contribute to academic transformation and educational excellence by identifying strategies that will effectively equip students in developing skills that will enable effective community engagement through enriching the learning experience, teaching civic responsibility, and strengthening communities.

This paper highlights the Durban University of Technology Leadership Initiative's (DLI), engagement in a planned process with a purpose of working with identified groups of people on projects located within the KwaZulu Natal Geographical location to emphasise inclusivity and community building, amongst students to build collaborative and caring relationships and engage in positive and respectful communication. It highlights how a group annually, engages with shelters in rural KwaZulu Natal, which has the highest prevalence of HIV/AIDS, to improve the living conditions, establish food gardens and source food donations, and create opportunities for stimulating educational abilities. By linking identified groups of students to specific community projects, it is anticipated that this will broaden the scope, shifting the focus from the individual to the collective. In this case, all students are involved in service as an integrated aspect of the course.

This is a descriptive paper that explores the benefits of involving young leaders through community development projects to not only gain invaluable community experiences, but in so doing to establish a mentor/protégé relationship that will develop leadership competencies and make a positive contribution within a community.

CHIANGMAI ROOM 5
Session Chair: Keiko Saito

1:30 pm – 1:55 pm

PAPER PRESENTATION

Title: "COOP Penetration: WD-Thailand to WD-Malaysia"

Abstract: From the beginning, Western Digital Thailand Co., Ltd. supported the training of students in the company for about 45 days, similar to other companies. Then, we has the opportunity to learn about the cooperative education program deeply. We've just known the essence of "cooperative education". Cooperative education is an education system that focuses on working in the company systematically, by learning in the university together with going to work in the company concurrently. Students learn from the real experiences and develop qualifications corresponding to the company's needs, in a way that also supports cooperation between the company and the university. We has been implementing and supporting cooperative education program from 2008 until now.

We found that student who had working experience and well preparation prior going to work will get advantage more than others. This strategy will help WD to hire the right man for the right job. In general, it is difficult to make a right decision when we take time to interview new hiring in a few minutes. WD has an opportunity to review them while they are undertaking work placement at WD as student trainee for 4 months- 1 year. In the other hand it is a good opportunity for student trainees to find out a suitable work for them also.

From this successful, we would like to expand cooperative student program to all WD legacy. We start to expand to Malaysia first because Thailand and Malaysia produce the same product. It is reliable, high-performance hard disk drives.

2:00 pm – 3:00 pm

WORKSHOP

Title: "Long-term internship-Encourage originality hand in hand with practical skills"

Abstract: In Nagaoka University of Technology (NUT), undergraduate students are required to work in a company up to "five months" as a long-term internships. This longest-in-Japan internship is provided as a compulsory subject for the forth-year students who continue their education into the graduate school. It helps students to recognize various needs of society in the field of engineering and science. It also supports developing their research theme in the graduate course, understanding the occupation, and their creative approach to the research and development. NUT has continued dispatching students to not only Japanese industries but also foreign industries and universities for 37 years. Around 11,000 students in total were involved in this internship and satisfied their precious and unique experience. Detailed information will be exchanged with WACE universities and companies in this workshop.