

**WACE WORLD CONFERENCE THAILAND CONCURRENT SESSION ABSTRACT
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WEDNESDAY JUNE 7 3:30 PM – 5:00 PM**

**CHIANGMAI ROOM 1
Session Chair: Jacqueline Scheepers**

3:30 pm – 4:30 pm

WORKSHOP

Title: "Developing a Global Framework for Work Integrated Learning"

Abstract: Building on work that resulted in the development of a Matrix for comparing and contrasting various forms of WIL with the Canadian co-op model, and as a result of discussion and feedback at the 2016 WACE Research Symposium, this session proposes a Global Work-Integrated Learning Framework that allows for the comparison of a variety of models of work-integrated learning found in the international post-secondary education system. The Global Framework is intended to enable researchers, practitioners, and other WIL stakeholders including students and employers to better understand the key goals and outcomes of each model as well as explore the commonalities and differences between the various models based upon identified attributes of quality experiential education programs identified in the literature. This Framework also provides a means for situating or developing new models of WIL intentionally designed for specific experiential learner outcomes and program impacts. At the institutional level, the Framework provides a mechanism for rationalizing the many, and often independently designed and delivered, WIL offerings by connecting them through their shared attributes and providing a way to differentiate them through their unique processes and outcomes. In this session the proposed Framework will be introduced and participants will be invited to work with it and provide feedback regarding its strengths and limitations so as to further refine its utility.

4:35 pm – 5:00 pm

PAPER PRESENTATION

Title: "A case study of Work Preparedness Programmes offered at the Nelson Mandela Metropolitan University"

Abstract: The paper falls within the Entrepreneurship, Community Development and Employability themes of the conference.

The paper provides details of Work Preparedness Programmes being offered to students at the Nelson Mandela Metropolitan University (NMMU) and is aimed at enhancing the quality of candidates placed in the world of work. The purpose of this case study is to determine the possibility of shortfalls in work preparedness and how Graduate and Student Placement can bridge the gap, thereby contributing to the employability of NMMU students. Part of bridging the gap could be to approach employers to present workshops and mock interviews on campus. Work Preparedness Programmes enable students to become more confident and effective upon starting a career and during their job search. From an employer's perspective it is advantageous to recruit candidates with a higher skillset as they generally advance faster in the workplace.

Some of the programmes with a work preparedness component offered at NMMU are:

- WELA (Women in Engineering Leadership Association)
- Personal Development Intervention Workshops (Student Counseling)
- Beyond the Classroom Leadership Programme (Student Governance)
- Moot Court (Law Faculty)
- MBAT/FASSET Work Readiness Programme
- uYilo Programme (ENTSA)
- Phelophepa Healthcare Train (Community Development)
- Solar Car Project (Mechanical Engineering)
- NMMU Health Truck (Nursing Science)
- Govan Mbeki Mathematics Development
- Volunteerism (Student Governance)
- Keys to Success Programme (Higher Education and Access and Development Services (HEADS))

The data was collected by liaising with seven faculties, the Co-Curricular Student Development Committee, Student Counseling, Student Governance, Communication and Stakeholder Liaison, Arts & Culture and Engagement & Information Development.

CHIANGMAI ROOM 2
Session Chair: Stephen Hundley

3:30 - 3:55 pm

REFEREED PAPER (RESEARCH)

Title: "Workplace Development to Cooperative Education Partnership: Key Success Factors of Cooperative Education Management at Walailak University in the Case Study of Somboon Advance Technology Public Company Limited"

Abstract: Walailak University engages in cooperative education in order to improve the quality of students since in the academic year of 1998. Every student is required to undertake cooperative education at least one time (4 months) or one semester as a part of the requirements to graduate. In the academic year of 2015, there were a total of 1,486 students in the cooperative education program: 1,462 of which worked in Thailand and the remaining 24 students worked abroad. There were a total of 733 companies in the country and 15 companies abroad. According to Office of the Higher Education Commission (2015), there are 116 universities in Thailand that incorporate the cooperative education system, which is considered to be both the opportunity and obstacle to maintain university engagement in succession. One example of the university engagement was when the university cooperated with Somboon Advance Technology Public Company Limited. The shared vision is to coordinately create the society for education with the belief that "In order to create highly qualified graduates, cooperation between the organizations is necessary". Consequently, this would shape college students to become highly qualified graduates who are "career ready". Likewise, such cooperation will enable unity of the two worlds: the world of education and the world of career. The company has accepted cooperative students to work from the academic year of 2007 to 2016 (10 years) with the total amount of 21 students. In 2017, both parties have cooperatively conducted a research study with the objective to examine the satisfaction of students who had worked at the company by using three sets of questionnaires. The first set is primarily for cooperative students, the second set is for dual system students in the special royal project, and the third set is for officers in Public Service Executive Development Program, who came to study about the private sector. The results of the analysis found that (1) Cooperative students were satisfied with: the working process prior to sending the students to work with the average of 4.48 (high), the process during the working operation with the average of 4.69 (very high), and

the process after work with the average of 4.35 (high). The two most satisfactory aspects with the average of 4.75 (very high) are: (1) The effectiveness of the company in informing the students who passed the selection process to prepare themselves prior to work and The orientation, training, and support provided by the company were appropriate and sufficient; (2) The dual system students in the special royal project were satisfied with: the working process prior to sending the students to work with the average of 4.35 (high), the process during the working operation with the average of 4.59 (very high), and the process after the working operation with the average of 4.46 (high). The two most satisfactory aspects with the average of 4.70 (high) are: (1) The company assigned students to present the result of the operation to their respective trainers, as well as to the executives of the company during the last week of the operation and The special dual system project has played a significant role in enabling students to find their hidden strengths and passion, building their confidence at work, and appreciating their own self while adding values to the organization and society; and (3) Officers in Public Service Executive Development Program were satisfied with: the working process prior to sending the students to work with the average of 4.54 (very high), the process during the working operation with the average of 4.71 (very high), and the process after the working operation with the average of 4.74 (very high). The officers rated the overall satisfaction by giving full five points for the four aspects as follows: 1) The company organized the orientation and the meeting with the executives in order to gain insight to the company's policy, products, and regulations; 2) The company provided trainers or advisors to give advices regarding the working operation, follow up with the lesson plans, and solve problems; 3) The company arranged for the results of the operation to be presented in the last week of the operation; and 4) The company informed the students of their own strengths and weaknesses for future self-improvement. Subsequently, the company has utilized the results obtained from the research in improving the effectiveness of the working process. Indeed, cooperative education is the mechanism of coordination that provides benefits to all relevant organizations, both at present and in the future.

4:00 pm –4:25 pm

REFEREED PAPER (RESEARCH)

Title: "Reflections of the use of technology in the management of Work Integrated Learning (WIL) at a South African University of Technology (UoT)"

Abstract: Educational and socio- economic forces have driven Higher Education Institutions (HEI) to adopt and incorporate technology in classrooms. We live in a time where knowledge is a critical resource for social and economic development therefore people need to be able to participate in a networked information based knowledge economy. Where in all aspects are potentially enhanced through the use of technology.

WIL Practitioners face several challenges in their roles within HEI's. Many of these arise from lack of technology for managing placement, information, monitoring and assessment of students. In the past two years UoT in South Africa made provisions for WIL practitioners to receive basic technology support which would assist them in mitigating the mentioned challenges. This was done with the intention of improving WIL management, promote reflective practice and service to students. Provided technology ranged from laptops, tablets, phones, and BLACKBOARD learner management system.

Through quantitative method survey was conducted among WIL practitioners to verify benefits and recommended technology enhancements for managing WIL. The results of the study showed most participants indicating provision of technology improved communication, student's reflections, assessment and all WIL management aspects in general.

This paper presents the integration of technology into WIL. Currently, the role of educational technology in teaching & learning is of great importance because of the ultimately improving quality of university output to industry.

4:30 pm – 4:55 pm

REFEREED PAPER (DISCUSSION)

Title: “Challenges of the New Work Order: a work skills development approach”

Abstract: Acquiring an undergraduate degree from a Higher Education Institution (HEI) is seen as an important step in establishing a career in many fields. However, recent research in Australia (The Foundation for Young Australians, 2016) has found that much of the career advice being offered to young people is rapidly becoming outdated. There is a gap between the skill sets required by young Australians entering the workforce and the skill sets required by employers (The Foundation for Young Australians, 2016). A more dynamic and flexible approach to careers and associated work skills is required in the emerging work order. Future jobs are more likely to be considered in clustered areas of expertise rather than specialised occupations, reflecting the trend for both vertical and horizontal movement in career paths. Because of this, portable and flexible work skills need to be developed. Enterprising skills, such as creativity and critical thinking, are increasingly prioritised by employers regardless of cluster (The Foundation for Young Australians, 2016), hence, development of these skills is required across disciplines in undergraduate programs. This presents a challenge for HEIs, who are under increasing pressure from their stakeholders to produce work ready graduates. This paper demonstrates how the Work Skills Development Framework (Bandaranaike & Willison, 2009) can guide curriculum in HEIs to encourage cluster aligned competencies in graduates.

CHIANGMAI ROOM 3
Session Chair: Anne Fannon

3:30 pm – 4:30 pm

WORKSHOP

Title: “The practice and challenges of work-integrated learning in Asia”

Abstract: The intent of this workshop is to discuss the practice and challenges of WIL in Asia. As WIL develops rapidly across Asia, some of the challenges encountered are unique to Asia. The established WIL literature has primarily been situated in Western cultural context which, at times, does not always transfer well to an Asian context. This challenge was the primary catalyst for the book entitled “Cooperative Education in Asia: History, Present State and Future Issues”, around which the discussion will be based.

The workshop will begin by providing a brief overview of the book including a historical perspective of the development of WIL in Asia, followed by discussions (broken down into several groups, depending on numbers attending) for each of the regions. The focus of the group discussions will be on current challenges facing each of

the regions and to explore future opportunities. It is also the intention to have participants share their own experiences and practices, with the focus that these discussions will enable other participants to find possible solutions to the challenges faced in their own countries.

Contributing authors for each of the chapters in the book will attend the workshop and be involved with the discussions around the challenges and opportunities in each of the regions.

4:35 pm – 5:00 pm

PAPER PRESENTATION

Title: "Ayutthaya 4.0, the Work-Base Learning at hometown"

Abstract: Ayutthaya is a province in Thailand which is a location for plenty of Industrial Estates and contains many factories especially in Electrical and Electronics applicant sectors. Those factories required lots of high skill technician. However we're lack of high skill technician supply and those who just graduated from colleges do not have the skill set that match with a demand of industrial sector in both hard and soft sides.

Ayutthaya 4.0 by the concept of Thailand 4.0 is trying to create model of doing a hiring at early stage while students are still be in colleges and schedule them to come to work in alternate with going back to school. This way, they can understand what to be learnt and understand the nature of work place.

CHIANGMAI ROOM 4

Session Chair: Kristina Sandstrom

3:30 pm – 3:55 pm

REFEREED PAPER (RESEARCH)

Title: "*Intended learning and action: bridging the gap within honours talent development*"

Abstract: A principal aim of higher education is to develop learners' capacities and to best prepare them for the workplace and to do this, competency frameworks have been adopted. In honours programmes in higher education (HP's), talented students are prepared for the demands of the workplace, utilizing honours pedagogy. In a constructivist paradigm, prevalent in HP's, students are responsible for directing their own learning, based on competency frameworks, and in collaboration with the working field. However, literature expresses the need for gaining insight into how students construe their own learning as there is often a lack between intended learning and learning in action and because competencies recorded in official documents do not always have the same meaning in practice.

By conducting a qualitative content analysis, we gained insight into students' perceptions of their learning in relation to talent development. For this we used the HTIBP talent competency framework, established in an earlier study.

Four domains of the HTIBP were referred to: Achieving Results, Effective Communication in Different Settings, Innovation, and Broadening Perspectives showing part alignment between intended learning and learning in action. Four domains perceived were new and did not recur in the talent profile: Personal Development, Courage, Community and Experiencing Freedom. These outcomes indicate that honours pedagogy influences students'

perception on learning.

Experiencing freedom and creating communities of practice, are perceived as crucial, in the perception of students themselves. During the presentation various didactic approaches will be shared to illustrate how these can be utilized in developing 21st century employability skills.

4:00 pm – 5:00 pm

WORKSHOP

Title: “Transforming practice: Innovative models for WIL”

Abstract: The contemporary and emerging environment facing Australian and global enterprises is characterised by the arrival of disruptive technologies and global economic transformation with innovation as an economic driver. In this rapidly changing landscape graduates need to be highly adaptable, resilient and prepared to gain and create their own employment opportunities over their careers. Research shows that work integrated learning (WIL) can have a positive impact on enhancing student work readiness (Smith et al, 2014) and demand for WIL is increasing rapidly. Further expansion of quality WIL opportunities is seriously limited without system-wide attention being given to innovative models of WIL that enable greater engagement and capacity, particularly with small to medium enterprises (SMEs). Importantly, these emerging WIL models need also to align with the contemporary work environment and meet student needs by preparing them for this changing world of work. An Australian research project team, which includes three Australian universities in partnership with two national Industry groups is currently exploring new innovative WIL models and identifying success factors and resources to support greater engagement with SMEs.

This interactive workshop will:

1. showcase innovative WIL models such as micro internships, WIL in Incubators and other emerging approaches to WIL that overcome constraints to engagement particularly for SMEs and respond to the changing nature of work.
2. explore emerging characteristics and success factors for these innovative models
3. enable you to consider how these emerging models might be adapted in your context and provide opportunity for you to share your own innovative models.

CHIANGMAI ROOM 5
Session Chair: Jim Stellar

3:30 pm – 3:55 pm

PAPER PRESENTATION

Title: “Assessing Multiple Dimensions of an Internship/Co-op Experience”

Abstract: Students engaged in internships and co-ops gain more than tacit knowledge and mastery of tasks and business, manufacturing, or customer service processes during their assignment. They also further develop a range of mega-cognitive, non-cognitive and “soft” skills. Carefully designed experiences take into consideration outcome assessments that can measure mastery, knowledge, and basic work place behaviors. However, there is a challenge in finding acceptable measures of soft skills development or acquisition. Most existing rubrics are either self-reported or attempt to fit into a specific organizational context with mixed results. A more objective assessment could alleviate these problems but are difficult to construct. We are exploring the use of a gaming assessment, Knack, that utilizes neuroscience and learning modalities to construct interactive games that measure a range of cognitive, social intelligence, and decision-making skills. We will introduce this assessment, provide data from our first round of tests to students in co-op and students not currently participating in co-op. While the samples are presently small, we do see patterns on how to possibly use this assessment in co-op programs to assist students in their professional development. We identify needed research with this instrument that needs to be done soon as some Fortune 500 companies have begun testing Knack within their internships programs.

4:00 pm – 5:00 pm

WORKSHOP

Title: “Impact of Work Integrated Learning on Malaysian Polytechnic Students- The Western Digital Thailand and Western Digital Malaysia Indep Experience”

Abstract: Prompted by the launching of the Malaysian Education Blueprint for Higher education 2015-2025 or widely known as PPPM (PT), Department of Polytechnic Education (DPE) has laid out several strategies and initiatives to achieve the goals and objectives of the blue print. As stated in the Fourth Shift of the Blueprint, polytechnics aims to be one of the premier higher education Technical and Vocational (TVET) provider that develops skilled talents to meet the growing and changing demands of the industries, and promotes individual opportunities for career development. The best possible way this can swiftly achieved is through extensive partnerships with the main players of the industry.

Thus, in the face of the current industrial challenge, it is crucial for polytechnic to strengthen academia-industry collaboration as industries are playing an important role in providing work experience to the students. This approach will also ensure that graduates of polytechnic meets the specific requirements of the industry.

DPE has embarked on the Structured Internship Programme (SIP) with the objective of encouraging a smart partnership between academia – industry. SIP is a structured programme for internship towards early employment and hassle free job hunting. It is a direct approach employment without the hassle of third party intervention of human capital from learning institution into the related industry. Upon successful completion of the SIP, a polytechnic student can leverage on this experience and use it as a platform to venture into the international market starting with Asian countries.

This collaborative effort between DPE and Western Digital (M) Sdn Bhd started from the year 2011. Upon graduating from polytechnic, participants for INDEP Program will be offered employment at Western Digital (M) SB. Currently, a total of 269 students had undergone the training. Apart from that, this program does not only focus on helping students to be industry-ready but it also supports the personal development in cross-cultural program and international mobility.