CHIANGMAI ROOM 1
Session Chair: Katharine Hoskyn

10:30 am – 10:55 am

REFEREED PAPER (RESEARCH)

Title: "Assessing Graduates Competencies in Namibia: A Second-Order Factor Analysis"

abstract: Competency of graduates internationally is becoming a topic requiring greater attention as governments, industry and students place pressure on universities to account for the return on societal investment in higher education. The purposes of this research were to assess graduates' competencies from universities in Namibia using self-report five-point Likert scale and examine the construct validity of the instrument using confirmatory factor analysis. A quantitative method of analysis was employed for a total of 196 graduate participants. Second-order confirmatory factor analysis (CFA) was performed to examine the responses to the 5 factors and 20 indicators, using Mplus 6.12 programme. The second-order CFA results revealed the hypothesized model was confirmed good fit to the empirical data set of Namibia graduates, as all standardized factor loadings were relatively high and statistically significant.

The author believed that the results could be beneficial in the development of competency and employability skills of graduates. As the focus shifts of employability to employment, graduates need to be well prepared for entering the workforce and understand that their competencies, which match to the real work world, are as important as the work itself. Most importantly, students could employ this instrument to assess or diagnose their own competencies, strengths and weaknesses in their competency so as to improve them to regulate their employability and encourage them to increase effectiveness in the workplace. Assessing employability skills is important and in cooperative education, employability skills can be assessed through the identification of appropriate approaches.

11:00 am – 11:25 am

REFEREED PAPER (RESEARCH)

Title: "Making meaningful contributions to community development through a Service-Learning
                       project and other modalities of Work Integrated Learning (WIL)"

Abstract: The last decade has given rise to many challenges in Education in South Africa. School learners who exit the school system and fail to achieve a university or college pass cannot gain access to higher education. They also struggle to enter the highly competitive job market which favours candidates who possess work experience, skills and qualifications. To address this challenge, institutions like government, community organizations and universities engage in diverse projects. By pooling their skills and resources, these institutions make a significant impact. The Education White Paper 3: A programme for the transformation of higher education (South Africa, 1997) has called upon higher education (HE) institutions in South Africa to become engaged institutions. One of the three pillars, Community Engagement, creates opportunities for universities to contribute to social change and development. Universities who heed this call make relevant contributions to the community through service-

Learning projects, and other modalities of Work Integrated Learning (WIL). Service-Learning projects act as a powerful tool that benefits both the university and the community. This paper presents an integrated project model called the 2nd Chance Matric Rewrite project which uses various forms of Work Integrated Learning to provide support to matriculants to achieve a university or college pass. The project provides multiple learning opportunities for students while providing a service to learners. A systems approach model is applied to understand the interconnectedness between the various modalities of WIL. Using the Participatory Action Research (PAR) approach, the project is critically examined.

11:30 am – 11:55 am

PAPER PRESENTATION

Title: "Preparations for Cooperative Education Students in Thai Universities"

Abstract: Preparing students for cooperative education is a vital process in operating the cooperative education in Thailand. As stated in "Standards and Quality Assurance for Co-operative Education Operations" Clause 1.2 Teaching Standards (The minimum standard): "The institution must conduct the cooperative education student preparations for at least 30 hours," and 3.1 (3) Students must attend the preparatory activities before taking cooperative education employment. Therefore, the cooperative education student preparation is imperative for all universities in Thailand.
The survey on the operation of the cooperative education student preparations was conducted in 19 cooperative education institutes in Thailand from 9 cooperative networks using a questionnaire, interviews, and information searched from the universities' websites. The result revealed that the preparation of cooperative education was managed by 1) the University Cooperative Education Center; 2) Faculty or School; and 3) a collaboration between the Cooperative Education Center and Faculty or School. The credit value of a pre-cooperative education course ranges from 1-3 credits or a non-credit special training session is offered. The contents include both academic preparation and student employability skills. A lecture by a knowledgeable speaker on the topic is often one of the preparation approaches used in large classrooms taking about 90 minutes for each topic. In addition, other activities are employed to encourage students to practice their skills. For the assessment, students are evaluated by either one of the two assessment schemes:- 1) A grading system A-F and 2) (Satisfactory - S) Pass and (Unsatisfactory U) Fail

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CHIANGMAI ROOM 2
Session Chair: Helen Stephenson

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10:30 am – 11:30 am

WORKSHOP

Title: "Shades of Gray-Ethical Dilemmas Work-Integrated Practitioners Encounter"

Abstract: Do you find yourself challenged in choosing a course of action to meet the competing needs of students, employers and colleagues? Come for a transformative workshop that will provide you with a framework to help

navigate ethical issues in your work. This workshop will apply the Canadian Association for Co-operative Education Ethical Guidelines while exploring various real-life scenarios WIL practitioners may encounter in their work.   A set of ethical dilemmas will be provided, along with guiding questions to help participants work through a range of options in pursuit of resolution. Participants will have the opportunity to work in small groups with colleagues from around the world while exploring how best to approach difficult situations. WACE participants will gain insight to ethics from a Canadian context, and will be invited to share similarities and differences among countries represented. Resources will be highlighted for future reference. This workshop was presented at the Association for Co-operative Education, British Columbia 2015. Due to the popularity of the session the presenters were invited to an encore presentation in May 2016. In preparing workshop materials the presenters interviewed a number of WIL practitioners to discover common ethical situations encountered. Both presenters have enjoyed leading roles as Co-op practitioners for over 20 years.

11:35 am – 12:00 pm

PAPER PRESENTATION

Title: "Polytechnic Malaysia-Industry Structured Internship Programme"

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 â 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.

To further foster the collaboration and strengthen the program, 30 students have undergone an industrial training attachment in Western Digital, Thailand in 2015. The successful collaboration of attachment in 2015 has inspired polytechnic to send the second batch of 18 students for 2 months in February 2016 and 19 selected students in the year 2017.

Spinning off the successful model of the existing program, DPE ventured into another company starting with 18 Diploma in Mechanical Engineering (Plastic) programme students from Politeknik Sultan Abdul Halim Muâ adzam Shah (POLIMAS) had successfully undergone training at Panasonic Industrial Devices Malaysia (PIDMY) and are

now fully employed by them.

This year, another batch of 35 students from Politeknik Sultan Abdul Halim Muâ adzam Shah (POLIMAS), Politeknik Merlimau Melaka (PMM) and Politeknik Sultan Salahuddin Abdul Aziz Shah (PSA) have been selected through interview session done by PIDMY. 10 of these students will go through another interview session before being selected to undergo International Mobility Programme where they will be attach at Panasonic Bangkok, Thailand for a month. The main objectives of this program is for polytechnics to be able to produce fit-for-industry graduates that will meet the demands of the industries.

With this win-win collaboration programme, the Department of Polytechnic Education is confident that the supply of the workforce matches the demands of the industry through the dynamic and robust curriculum and also to be able to reduce the skills mismatch of graduates.

DPE is encouraging more industries to collaborate with us in ensuring that the country human capital development is fulfilled.

CHIANGMAI ROOM 3
Session Chair: Kristina Sandstrom

10:30 am – 10:55 am

PAPER PRESENTATION

Title: "Mobile Application to track the progress of a Trainee in Cooperative & work-integrated Education"

Abstract: Cooperative & Work-Integrated Education is a stage that students have to finish to completing their final year. Students or their mentors find a company to start their coop. Once student has started, a project has assigned to a student by supervisor from the company. Project deadline and other necessary goals has briefly described to student. Later on, a date has scheduled for the student's mentor for visiting the company for reviewing the student progress.

Student creates his plan for establishing the goals and his progress has been tracked weekly, semi-weekly on monthly basis. By using this traditional method, supervisor need to have time and availability to track the progress and to solve the problems, as in some cases it's also difficult for supervisor to have the time arrangement.

This abstract hereby presents an easy and effective way, by introducing a concept of an application that will allow the student and supervisor to keep records of student progress on daily basis. Supervisor or student can create a detailed plan with tasks, goals and upload on the app. A student can follow that plan and update his progress and problems every day. It will help the student to keep track of his project and the supervisor for keep up to date with the problem. Supervisor can comment and provide possible solution. Furthermore, it will help the student and the supervisor to have a detailed view of project's progress. At the end, data can be saved in different formats for other various uses.

11:00 am – 12:00 pm

WORKSHOP

Title: "What are the best methods and instruments for assessing the outcomes of participating in a WIL?"

Abstract: Many allied health professions (AHP) have developed and use national competency and assessment tools to evaluate student learning outcomes during clinical WIL placements. The Clinical Exercise Physiology (CEP) profession is a young AHP, currently considering the merits of developing its own national assessment tool.

However, who is best served by the development, application and use of a clinical assessment tool? Are assessment based tools the most appropriate method of providing feedback and support to enhance student learning? Do assessment tools allow the supervisor to provide both formative feedback and summative assessment? Can assessment tools be used by the student for self-reflection, to set learning goals and measure progress in skills, knowledge and behaviour? Do assessment tools serve the education provider by evaluating the student's current clinical performance and providing a grade? Or is the assessment tool a method for universities to demonstrate how students meet accreditation standards via a checklist of clinical competencies?

This workshop provides a platform for discussion of the effectiveness of assessment tools used in WIL. The value of formative and summative feedback, how assessment affects students' perception of learning, the use of skills competencies and supportive clinical learning environments will be also be highlighted. Tips will be offered for teaching students self-reflection in practice and assist supervisors to provide effective feedback and develop clinical reasoning in students. Workshop outcomes aim to highlight clinically relevant assessment with adequate balance between assessments required to meet the needs of the student, supervisor, education providers and accreditation organisations.

CHIANGMAI ROOM 4
Session Chair: Sally Smith

10:30 am – 10:55 am

PAPER PRESENTATION

Title: "Future proofing our students through the capacity to critically reflect"

Abstract: The future world of work is hard to predict, creating challenges for current pedagogies and curricula shaping cooperative education programs. Individually we have little control over the changes occurring within the workplace as technology takes the place of labour, yet somehow we are expected to adapt to these changes as they arise. This research study considers critical reflection as a tool for enhancing student learning during their work placement, and beyond. Case study methodology was utilised to examine critical reflection in sport cooperative education through data collection methods including questionnaires, reflective journals and interviews. Research narratives were constructed from data to portray the uniqueness of placement experiences and to maintain an audible student voice throughout the study. Thematic analysis of the narratives, underpinned by John Dewey's philosophies on education and reflective thinking, highlighted how an individual's learning approach can influence their ability and willingness to critically reflect, therefore impact on their capacity to manage different, unexpected or changing situations. Upon commencing their work placement each student arrived with preconceived expectations, prior experiences, and personal attributes, all of which influenced their subsequent learning experience. Students capacity to learn how to critically reflect while learning through critical reflection varied according to factors that were both personal and situational. These outcomes suggest the practice of critical reflection, as a meaning making and life-long learning tool, can be the means to future proofing our students for a world of constant change.

11:00 am – 12:00 pm

WORKSHOP

Title: "Capacity Building in Work Integrated Learning through Learner Autonomy"

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.

CHIANGMAI ROOM 5
Session Chair: Kristina Johansson

10:30 am – 11:30 pm

WORKSHOP

Title: "A New Approach to Developing Multi and Trans- disciplinary Co-operative Education and Work Integrated Education and Research opportunities through Community Engagement Partnerships Strategically and Centrally driven at Institutional level"

Abstract: Community Engagement is one of the three core functions of higher education in South Africa. The Nelson Mandela University which was brought about as a result of a merger of two traditional universities and a university of technology has strategically positioned itself as Comprehensive and Engaged University since its establishment in 2005.Today it is considered to be one of the most engaged universities in South Africa. The institution has a broad definition of "community" in that it considers any one external to the university, served by the university as part of its community. This may include disadvantaged communities, business , industry and government institutions. The engagement activities of the university staff and students fall within four categories although the activities are often occur across and straddle engagement categories as they often do not occur only in one category as they are often interdependent and integrated . The four categories of engagement are: community interaction , service and outreach ; engagement through teaching and learning, engagement through professional /discipline based service provision; and engagement through research and scholarship.

 As a result of a strategic decision and different approach implemented since the merger, the university has had great success in expanding and developing multi and trans-disciplinary co-operative education , work integrated education, experiential learning , service learning, curriculum based volunteerism , internships ,research and entrepreneurial opportunities for its staff and students . The different approach involved positioning and framing these activities as engagement which forms part of the key performance areas of all academics and

positioning these activities under the Engagement Office who reports DVC : Research and Engagement.(DVC:R&E)

The workshop will provide details on the shift that was required in terms of institutional cultural, recognition and reward practices and institutional   structural changes that were required ,as the traditional university structures and boundaries became unworkable in accommodating the new approach .The success of this approach will be demonstrated by referring to four of strategic community engagement partnerships involving multi and trans disciplinary teaching and learning and research projects, signed by the DVC:R&E and driven by the university`s Engagement and Partnerships Office.