

WACE WORLD CONFERENCE THAILAND CONCURRENT SESSION ABSTRACT
CONCURRENT SESSION G
THURSDAY JUNE 8 1:30 PM – 3:00 PM

CHIANGMAI ROOM 1
Session Chair: Shakeel Ori

1:30 pm – 1:55 pm

PAPER PRESENTATION

Title: "OMIC (Ohio Means Internships and Co-ops) Grant Experience and the Impact of 4 years of state funded advancements in Experiential Learning"

Abstract: The state of Ohio's Board of Regents, the governing body of the state's higher education system, issued a proposal to seek out high quality, focused cooperative education and internship programs from Ohio institutions of higher education and their partners to address the talent needs of the state. The grants were funded through one-time casino licensing fees in the beginning with the goal of building program capacity to engage more students, more businesses and more faculty members in co-op and internship programs. This approach facilitated using co-op and internships within the state to address Ohio's brain drain-loss of talented Ohio residents after college. The goals of the program were to prepare students who are work ready when they graduate, engage businesses in higher education system as talent investors and assist institutions of higher education to be responsive to the needs of students and businesses.

Using the theme of "New Challenges for CWIE in the 21st Century", we can show that partnering with the state we can overcome some of the challenges that we all face, advance infrastructure and innovate coop research specifically in the area of learning outcomes as we progress through the 21st century.

2:00 pm – 2:25 pm

PAPER PRESENTATION

Title: "The risky business of Work Integrated Learning"

Abstract: Work Integrated Learning (WIL) is a risky business in higher education. WIL is a strategic risk pursued by universities in the prevailing higher education environment characterised by competition, changes in funding arrangements and stakeholder demand for WIL. However the strategic opportunities that WIL presents cannot be achieved without the university taking on unavoidable and distinct legal risks that may have serious financial and reputational consequences for the university. The challenge for universities is to maximise the strategic opportunity that WIL presents but minimise the risks it entails. University lawyers are involved with meeting that challenge as part of their internal delivery of legal services to the university. A case study of 13 university lawyers from 12 Australian universities reveals a series of legal risks in WIL programs which have not previously been explored in the literature. The findings of this research can be applied by university lawyers, WIL disciplines and university management to evaluate and improve risk management at their own institutions and to educate themselves and their colleagues about legal risk in WIL programs.

2:30 pm – 2:55 pm

PAPER PRESENTATION

Title: “Applying Technology to Educational Deliver and Its Management: Lesson from Nigeria”

Abstract: The challenges of nation building and sustainable development have continued to feature prominently in the general reckoning of problems of underdevelopment in the developing countries of the world. Since the attainment of political independence from the British colonial administration in 1960, one of the critical thrusts of central governance in Nigeria has been the particular policy attention on the educational sector â having been perceived as a logical bridge between the two contrasting worlds of underdevelopment and development. The increasing worldwide trends in the various applied uses of educational technology, e.g., for purposes of computer-aided student assessment, electronic performance and productivity support systems, the pursuit of multiple other educational management functions, etc., are acknowledged in this paper. Against that backdrop, therefore, the specific role and utility of technology within the context of educational management in Nigeria is also critically discussed â revealing the perceived odds and ends as well as existing challenges of educational management in Nigeria. Nevertheless, this paper particularly extols the virtue of technological applications to the enterprise of educational management, especially in a developing country context. More specifically, lessons that can be learned from the circumstances and practices in the Nigerian educational system are also listed and discussed for the wider benefits of cross-national educational delivery and the management of associated operating systems across the globe.

CHIANGMAI ROOM 2
Session Chair: Cynthia Maclean

1:30 pm – 1:55 pm

REFEREED PAPER (DISCUSSION)

Title: “Innovative Training for Work Integrated Learning in Electrical Engineering: Opportunities and Challenges”

Abstract: Work Integrated Learning (WIL) is an essential component of any engineering programme. The balance of theory, practicals and work experience makes the diploma in electrical engineering a popular qualification with students and employers in South Africa. The Engineering Council of South Africa (ECSA) published new standards for WIL, which will allow for more flexible teaching and learning. Students will be able to apply their knowledge using various methods, not just work-based learning. The new standards will be harnessed to create a 70-credit project for those students unable to obtain work placements. In this paper we will evaluate the project undertaken in 2016 to investigate the new opportunities available with the new standards, evaluate the successes and address the challenges related to the pilot project we implemented last year.

2:00 pm – 3:00 pm

WORKSHOP

Title: "Increasing the capacity for students from equity cohorts to engage in WIL: What is your experience?"

Abstract: Work Integrated Learning (WIL) plays a valuable role in preparing students for graduate employment by providing them an opportunity to apply and consolidate knowledge gained in their course. Aimed at improving the career readiness of students, WIL is a key pillar in the University of Newcastle's (UON) New Futures Strategic Plan. The capacity of some students to engage in WIL, however, is often limited.

A national scoping study of WIL in Australia by Patrick, Peach and Pocknee (2008), The WIL Report, identified a number of barriers for students participating in WIL. Students being from a low socioeconomic (low SES) background were identified as facing particular barriers in participating in WIL placements, even when those experiences are professionally mandated. These barriers can be in the form of the costs associated with travel, accommodation and away from- home expenses for students to undertake WIL in regional, rural and remote areas of Australia, access to substitute income sources while undertaking placements, and child and elder care related expenses while on placement.

This workshop session will explore how barriers for WIL participation can be reduced for students from diverse backgrounds, including those from low SES backgrounds. While some of the curriculum-based solutions implemented at UON through faculty will be addressed, the aim of this workshop is to ask participants to contribute their experiences, suggestions and solutions to help shape a way forward for all universities that is sustainable with industry, students and academic staff.

CHIANGMAI ROOM 3
Session Chair: Jenni Boys

1:30 pm – 1:55 pm

REFEREED PAPER (RESEARCH)

Title: "The Significance of Work Integrated Learning in Enhancing Employability: Perceptions of Namibian English Graduates"

Abstract: Employability is defined by Yorke (2006) as the state in which students and graduates can discern, acquire, adapt and continually enhance skills, understandings and personal attributes that make them more likely to find and create meaningful paid and unpaid work that benefits themselves, the workforce, the community and the economy. To develop graduate employability, Higher Education Institutions (HEIs) make use of cooperative education programmes such as Work Integrated Learning (WIL), where students are required to spend time in the world of work to gain work experience and credits for their programmes. This study adopted Dacre pool and Sewell's (2007) "CareerEdge - the key to employability" model to examine perceptions of 9 graduates from the Namibia University of Science and Technology (NUST), who graduated with a Bachelor of English (as a second language), on the significance of WIL in enhancing employability. This study also aimed to provide an understanding of the projected WIL perceptions at NUST and the actual experience of graduates. This study found

that on evaluating employability, factors such as culture, language, career interest, and type of workplace influenced employability for these graduates. However, it can be concluded that WIL does enhance employability at NUST provided that WIL is well constituted and managed at the HEI, the student and industry.

2:00 pm – 2:25 pm

PAPER PRESENTATION

Title: "SAMUI MODEL: Best Practice of Employability Enhancement through Work Based Learning on Samui Island,Thailand"

Abstract: The schemes of education and training play a substantial role in undertaking graduate who fulfill manpower needs by further developing graduate's employability capability. Hence, the crucial aim of the presentation is to evaluate employability skills of graduates through direct involvement of university and employers in the development of degree programme that promote skills development.

The presentation is focused on, first the perceptions of employers concerning the skills, knowledge and personal qualities that help graduates to be employable. Second, whether such perceptions can influence university to provide learning opportunities, which enhance students' employability skills. Third, the importance of integration employability with academic values by making precise links between the curriculum and employability through Work Based Learning (WBL) programme. Forth, ways at which industries can collaborate with university and fully contribute to the development and improvement of graduate employability skills.

Pragmatically, university has developed Work Integration Learning (WIL) based on "WBL@Koh Samui" model which currently engaged in vary resorts on Samui Island, Surathani Province, Thailand. This is a Best Practice model that equips students with a complete integration of employment-oriented skills as part of the curricula. It is also perceived that employers are increasingly employability skills concerned exhibited by students, during their study, when they graduated, and after their initial lifetime of employment as well. In summary, this is a Success Story which helping produce lifelong experienced graduates for their employability environment within the resorts on Samui Island.

2:30 pm – 2:55 pm

PAPER PRESENTATION

Title: "The potential of a kaizen-based training to enhance employability of graduates from a university of technology in South Africa"

Abstract: The employability of new graduates has been a topic of concern for a number of years resulting in national studies being undertaken in countries like Australia (Bridgstock 2009) and Canada (McLaughlin 1995), as well as in South Africa (Coetzee & Beukes 2010). Whilst these studies have contributed knowledge to what employability of graduates might entail in the 21st century, and whilst researchers have reported a mismatch between the employability skills required by employers and those that new graduates possess (Cilliers, 2000; Stewart & Knowles, 1999; Moleke, 2005) not much is known about how employability is achieved.

The South African Department of Higher Education and Training, in its quest to help students develop employability skills and apply these during their work placements, has partnered with the Japan International Cooperation Agency (JICA) to implement the Employability Improvement Program (EIP).

Based on the kaizen principles of continuous improvement (Chakravorty & Franza 2012), the intended outcomes of the EIP are:

1. The graduates understanding their role within an organization;
2. The ability to plan and organise work;

3. The ability to identify and solve problems;
4. The ability to manage time;
5. The ability to work in teams;
6. The ability identify and avoid types of non-value adding activities.

This paper will investigate, through interviews and video ethnography, the potential of the kaizen-based training to enhance employability of graduates from a university of technology.

CHIANGMAI ROOM 4
Session Chair: Ditmar Hilpert

1:30 pm – 2:30 pm

WORKSHOP

Title: "Looking at structured reflection methods and tools towards the enhancement of Work Integrated Learning as a form of experiential learning"

Abstract: This interactive workshop is titled: Looking at structured reflection methods and tools towards the enhancement of Work Integrated Learning (WIL) as a form of experiential learning. Engaging in reflection is an important pedagogical tool for formative assessment. WIL educators can gain valuable information on student progress regarding their learning of theory and content, their personal growth and their attitudes towards a particular learning event and/or experience. Reflection is defined as the 'intentional consideration of an experience in light of particular learning objectives' (Hatcher and Bringle, 1997: 153). A further definition of reflection is that it allows students to 'think critically about their experiences. It is the process of looking back on the implications of the actions taken good or bad and determining what has been gained, lost, or achieved and connecting these conclusions to future actions and larger societal contexts' (Bringle and Hatcher, 1999). The workshop covers:

What is reflection and structured reflection and aims?

Who reflects and what is the role of academics in structured reflection?

Modes of reflection and examples

When should structured reflection occur (Before, during and after WIL/S-L experiences)?

Reflection models: Three-stage (Toole and Toole, 1995); ORID (CSU, Service-Learning Faculty Manual, 2005) and DEAL (Ash, Clayton and Atkinson, 2005)

Six principles of reflection by (Eyler, Giles and Schmiede, 1996) which are that reflection should be: connected, continuous, challenging, coaching, and contextualized and improve communication.

Participants will engage in self-reflection and to design a reflective tool relevant to their own discipline or field.

2:35 pm – 3:00 pm

PAPER PRESENTATION

Title: "Are our Graduates ready for work and ready for life? "

Abstract: Work readiness and industry relevance have long been a hallmark of the vocational education offered by the Institutes of Technology and Polytechnics (ITPs) in New Zealand's higher education landscape. A strong example is offered by the newly developed programme which is a requirement for a licence to practice within the rapidly developing profession of Immigration Advisers. The development of the programme was a cooperative effort. The content was provided by practicing advisers, and learning specialists working with experienced teachers developed a fully online qualification to meet the licensing needs of the Immigration Advisers Authority. This qualification created a quality controlled and consistent avenue to prepare graduates to become licensed advisers.

This presentation discusses the pedagogical approach, including experiential and cooperative learning, and work-integrated tasks, which ensures these graduates are prepared for life and the future as well as this particular job. It also reports on how successfully this programme meets the needs of the immigration advisory industry, sharing early findings from a current research inquiry into the graduate destinations of the first four cohorts of students to complete the programme. Emerging themes regarding enablers and challenges for students transitioning from graduating to employment are also discussed; it is expected that a number of these items will resonate with others across a wide array of vocational and professional education provision.

CHIANGMAI ROOM 5
Session Chair: Ronel Rizzo

1:30 pm – 2:30 pm

WORKSHOP

Title: "Developing a rubric for online WIL, employability and entrepreneurship resources"

Abstract: Work integrated learning (WIL) remains a priority for higher education institutions around the world. Governments, associations and networks have invested substantially in research, resources and tools to understand and strengthen the sectors' WIL capacity. With few exceptions, these investments remain localised within the funding body's database and project leader's institution. A liability, albeit within contextual differences, is the reinvention rather than the adaption and further development of funded initiatives. Funded by the Australian Cooperative Education Network (ACEN) we have developed a rubric to examine and categorise grants and fellowships funded by ACEN, WACE, and the Governments of Australia, Canada and New Zealand to build a searchable Treasury of Resources and a Guide for use by academic teachers. This rubric has been used to tag WIL, employability and entrepreneurship resources suitable for use in an online environment. Project deliverables will be placed on ACEN's website.

This aim of this workshop is to receive feedback on the rubric's utility, the development of the treasury, and information guide. We ask What gaps exist in the rubric? Are associated tags and meanings relatable? What are your search terms when looking for a resource or tool? How do you envision using this database and treasury? What would you expect from the information guide? What further questions should we address? Would you submit your resources and tools for inclusion on the database and treasury? How can the reliability of the rubric, tagging system, database, and treasury be sustained over time? Participants' feedback will inform ongoing work.

2:35 pm – 3:00 pm

PAPER PRESENTATION

Title: "Developing a Strategy to Enhance the Performance of Dual Vocational Education for the Northeast Region of Thailand"

Abstract: The digital economy has been experiencing a significant increase in demand for specialist skills across the globe. In efforts to address this demand in Thailand, the Vocational Education (VE) system was established in 1898 as a special education system of specific subjects to prepare basic skills in agriculture and industry. VE is one of the major education systems in Thailand and plays a fundamental role in improving human capital and supports economic growth. Although there has been an improvement in the economy nationally, the economic expansion was rather lower in Northern region of Thailand. This has been because of the uneven proportion in the sectors producing goods. Research has revealed that skill of VE learners was not related to the demand of workplaces which is the challenge the VE system faces.

This research aimed to present a strategy for management system which combines internship as a modality of work integrated learning and VE institute to enhance the performance of Dual Vocational Education (DVE) for Northeast region in Thailand. This system will support the needs of individuals and skills demand of labour market. This mixed-method research made use of academic document studies, questionnaire, and interview in which participants were the heads of vocational institutions and workplaces where students operated work. The study aimed to acquire the effectiveness and efficiency of DVE pertinent to economic and social condition, changing and competitive technology, required selection of students; development of teachers, learners and the sustainable cooperation of entrepreneurs in both public and private sectors.