

**WACE WORLD CONFERENCE THAILAND CONCURRENT SESSION ABSTRACT
CONCURRENT SESSION H
THURSDAY JUNE 8 3:30 PM – 4:30 PM**

**CHIANGMAI ROOM 1
Session Chair: Jim Stellar**

3:30 pm – 4:30 pm

WORKSHOP

Title: “WIL in Motion: Trigger films to deepen critical reflection of WIL practices”

Abstract: Universities have a duty of care to prepare, support and debrief WIL experiences of learners and teachers. Deep critical reflection on these experiences is important for universities to strengthen student employability and also to maintain good professional relationships between university and industry. This innovative project is using films to bring alive the good, the bad and the complex of WIL. 8 WIL scenarios based on findings from my WIL research programs and the pertinent literature have been produced accompanied by a teacher’s guide as an engaging and reflective tool and discussion starter to build capacity of WIL practitioners, academics and students.

During this workshop, delegates will explore the use of these trigger films to help WIL practitioners and/or students make the most of their workplace learning experiences. Pedagogical principles that underpin the use of films for critical reflection will be discussed. Selected films will be viewed and workshopped to demonstrate how they can be used. and to discuss how delegates can use them in their work. This workshop will help delegates gain a deeper understanding of how the films combined with skilled facilitation can bring alive the cultural, professional and contextual issues that need to be considered by all WIL stakeholders so each understands their roles and responsibilities and is enabled to make the most of WIL experiences for learning.

**CHIANGMAI ROOM 2
Session Chair: Patricia Sendall**

3:30 pm - 3:55 pm

REFEREED PAPER (DISCUSSION)

Title: “A flipped WIL model for IT postgraduate students: Bringing industry into the University”

Abstract: The introduction of WIL to Monash University, Faculty of IT’s postgraduate programs needed a robust, inclusive, easily repeatable and scalable model which catered for a significant number of international students in a cohort of approx. 200 students, with ever-increasing student enrolments. A one-semester capstone WIL program was designed to deliver confident, resilient students with an entrepreneurial spirit, prepared not just for that first job, but for a working life that we could not begin to imagine.

With innovation and community service at the heart of the program, the students with guidance from industry and academic mentors, develop IT applications to address societal issues, using publicly available big data to drive their thinking. Students work in teams in authentic studio learning spaces - designed to facilitate group work, peer learning and mentoring. Central to this model is industry engagement organisations sponsor individual studios,

assigning expert industry mentors, who visit their studio teams regularly, enhancing the program's inherently practical focus, by contributing to the development of IT skills and student employability. The industry mentors play a key role coaching, questioning and providing feedback on process and product. Teams also visit their sponsor's organisation and engage in a range of experiences such as immersion days, review sessions, organisation tours and presentations to senior management.

This paper describes the journey of this successful program, discussing the ideas trailed, the many lessons learned along the way, the benefits to both students and industry, and identifies the factors critical to the success of the program.

4:00 pm –4:25 pm

PAPER PRESENTATION

Title: "Exploring the efficacy of blogging as a reflective tool: A case study of workplace based learning at the Cape Peninsula University of Technology"

Abstract: Academic institutions are mandated to produce graduates capable of functioning within a dynamic and globally competitive marketplace. Institutions are continually seeking to promote educational programmes which meaningfully integrate theoretical knowledge with practical exposure in an effort to holistically prepare graduates for the world of work and to promote meaningful self-reflection.

Information and Communication Technology has transformed teaching and learning in the 21st Century; blogging is now a widely used type of Web 2.0 technology which has been hailed for its invaluable educational applications. When utilised optimally, blogging encourages students to express themselves through diary-like entries in real time; give and receive feedback by posting comments which encourages critical thinking, discourse and collaboration as well as a platform for students to interact outside of the physical classroom or workplace. These benefits are sorely missed by students whilst undertaking workplace based learning.

The study sought to determine whether students could meaningfully reflect by utilising the blogging functionality on Blackboard (the online Learner Management System used by the Cape Peninsula University of Technology) whilst undertaking their workplace based internships.

Ten 3rd year Events Management students, undertaking their workplace based learning internships were invited to participate in a two week voluntary Blogging exercise on Blackboard. The eight topics were provided by the Coordinator and two topics were deemed "free Fridays" which encouraged freedom of expression and interaction with peers. The students were also invited to attend a one-on one semi-structured interview to glean further insight into their experiences of blogging.

CHIANGMAI ROOM 3
Session Chair: Sally Burford

3:30 - 3:55 pm

PAPER PRESENTATION

Title: "Aligning cooperative education with professional licensure requirements"

Abstract: Professional Licensure leads to better career opportunities. Many co-op disciplines are associated with professions which are tied to licensure requirements or certifications leading to the best career tracks for graduates. Designing co-op programs which envelop such requirements can benefit students' career options. In many cases the licensure or certification requirements, if carefully authored, can also improve the co-op program when integrated thoughtfully. This presentation outlines steps taken to align co-op requirements in an architecture program at the University of Cincinnati with National and State Licensure requirements in an effort to make it possible for graduates of the Master of Architecture program to graduate with a license to practice architecture. It is important to note that the average age of a newly licensed architect in the United States is 33 years, while graduates of the Master of Architecture program are between 25 and 28 years of age. Also, it has been nearly a century since a graduate of a North American Architecture program has graduated with a state issued license to practice. In order to make this possible, significant changes were made to the licensure process, as well as to the structure of the co-op program. Lessons from this case can be applied to a variety of disciplines where internships and licensure requirements or certifications can lead to important career opportunities to graduates. Discussion will center on seeking out licensure and certification requirements and aligning them effectively with a structured co-op program.

4:00 pm –4:25 pm

PAPER PRESENTATION

Title: "Talent Mobility for Education Development"

Abstract: Talent Mobility Program is a successful innovative activity to develop and enhance knowledge, technology, capability for our people. WD management strongly encourages and supports engineers to initiate and execute the research projects with engineering and science researchers and students (as research assistants who are studying in B.S., M.S. and Ph.D. degrees) from universities and government institutes in various areas to come to work on research projects to gain win-win collaborations and situations. From 2007-2017, there are 201 research projects that have been carried out with 274 researchers from universities and government institutes.

CHIANGMAI ROOM 4 Session Chair: Marty Ford

3:30 pm – 4:30 pm

ROUNDTABLE DISCUSSION

Title: "How can the WACE global network support your international exchange needs?"

Abstract: This interactive roundtable discussion is designed to allow the participants to share their current and future needs and challenges in the area of international CWIE exchanges with an experienced panel of experts from Asia, Europe and North America. The desired outcome for the participants will be to come away from the discussion with an enhanced understanding of how to tackle their challenges, a list of resources that is available to them as they look to start or enlarge their international program and a network of colleagues that can assist them when they return to their institutions.

CHIANGMAI ROOM 5
Session Chair: Kate Coleman

3:30 pm – 3:55 pm

PAPER PRESENTATION

Title: "Creating Strategies for Competitive Advantages of Cooperative Education Teachers: A Case Study of Higher Buddhist Education in Thailand"

Abstract: The purposes of this research were to provide the strategies for future benefits of applying cooperative education with Higher Education Institutions (HEIs), cooperative education teachers and competitive advantages creation. Of particular interest was Faculty of Education, Mahapajabadhitheree Buddhist College (MBC) in Thailand. The mixed method research made use a five point Likert scale questionnaire for collecting data from 55 participants and intensive conversation with one key informant.

The findings provided five outstanding strategies as follows â (1) Create new products: HEIs can produce new products, strong disposition graduates, who are ready to work to meet the needs of users. (2) Differentiate products: Graduates can be different from various dimensions such as higher abilities to transfer knowledge and human capability into practice effectively, life-long learning, as well as increasing more competencies' needs for 21st century and globalization. (3) Enhance products: It is an improvement of the qualities of graduates in order to compete and match to the needs of the labor markets. (4) Develop sustainable alliances: This is the remarkable strategy. The cooperative education can share benefits and advantages effectively among HEIs, communities, public and private organizations. (5) Distribute products equally to workplaces: Cooperative education teachers were produced as a one effective way to solve the problem of lacking of teachers in backcountry, remote and borderland schools. Therefore, the author believes that those five outstanding strategies will be powerful means to drive and increase the quality of MBC as well as can be applied to other sectors effectively and efficiently.

4:00 pm – 4:25 pm

PAPER PRESENTATION

Title: "The Study of Reflective Thinking: A Case study of Suranaree University of Technology"

Abstract: Suranaree University of Technology (SUT) has been operating the cooperative education (Co-op) for more than 20 years. With a trimester system and hundreds of co-op student per the work term, an important activity after student's placement which has not been done completely such as the reflections of students learning outcomes. This study was aimed to fulfill the SUT co-op management and to enhance students' reflective thinking. The study of Reflective Thinking: A Case Study of Suranaree University of Technology is a qualitative research. The sample of 6 Co-op students on the 3rd trimester of academic year 2015 was selected. They are 2 students from the School of Information Technology, 2 students from Electrical Engineering, 1 student from Industrial Engineering and 1 student from Sports Sciences, with their GPAX between 2:00 to 2:50 out of 4.00 and they were placed at the workplaces in Nakhon Ratchasima. The theory of Gibbs' Reflective Cycle is underlying of this study. Three reflective thinking methods are 1) Reflective writing 2) Group discussion and 3) Discussion in pair. The research methodology is Triangulation and Typological analysis. The benefits of this study will be considered to use for the

Center for Cooperative Education and Career Development. The results showed that the students have different opinions on the benefits of reflective thinking in different reflective thinking methods. Most of students agree that they get significant benefits from the Co-op experiences sharing from the others.