Conference Proceedings

ABSTRACTS

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Work Integrated Education

(IN ORDER OF SESSION TYPE,
ALPHABETICALLY LISTED BY
PRIMARY PRESENTER’S LAST NAME)

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PANEL PRESENTATIONS

Panel Host: Sharon Douglas, Manager, Community Engagement, External Relations, University of Newcastle (Australia)

Panel Members: Sharon Douglas, Manager, Community Engagement, External Relations, University of Newcastle (Australia); Dr Kylie Twyford, Senior Project Officer, Office for the Advancement of Engaged Learning, External Relations, University of Newcastle (Australia); Associate Professor Kevin Lyons, Assistant Dean of External Engagement, Faculty of Business and Law, University of Newcastle, Australia

Title: “Engage Newcastle - A Community Engaged Learning Model Engaging Students in and Beyond the Curriculum”

Abstract:
Purpose of the Panel:
To introduce a new ‘engagement framework’ that is currently under development in the Office for External Relations at the University of Newcastle. This virtual ‘interface’ will merge community and industry engagement with engaged learning as a tool, not only for advancing the practical and academic aspects of work-based and experiential learning with community engagement, but also for making a significant contribution to the vitality and economic and social sustainability of the regions and communities served by the University. The panel will give an overview of the shift towards community engaged learning and discuss how this can be operationalised within the faculty.

Panel Members:
Sharon Douglas
Manager, Community Partnerships, External Relations, University of Newcastle, Australia

Presentation:
The first panelist will discuss the background of the community engaged learning model. This will include a discussion around existing barriers for Work Integrated Learning and other forms of engaged learning for the community, industry, students and the institution itself. University-community engagement, and engaged learning, has the potential to be compromised in a variety of ways including: community perception of the university as an ‘ivory tower’, often considered irrelevant and unresponsive; the diversity and breadth of the external community creating accessibility challenges in both directions; equity and access to a diverse cohort of students who are often limited to or excluded from experiential learning courses on offer; difficulties on an institutional level with internal communication and resource constraints.

The collaboration between Community Partnerships and the Office of the Advancement of Engaged Learning is intended to form synergies and reduce duplication between the two areas as well as within the Faculties and Divisions. It will also provide clarity and simplicity for our stakeholders. The new framework will also be multi-disciplinary with the goal of breaking down silos and thus encourage further internal collaboration where faculties can work together over a common interest and simultaneously advance their external engagement activity.

Dr Kylie Twyford
Senior Project Officer, Office for the Advancement of Engaged Learning, External Relations, University of Newcastle, Australia

Presentation:
The second panelist will speak in detail on the new initiative ‘Engage Newcastle’. This central web-based point of contact is intended to provide information and opportunities for engaged learning and community engagement that will service our internal and external communities in the Hunter, Central Coast and Mid-North Coast regions. The short and long term benefit of such a model includes positive
student experience, an improved campus culture and the likelihood of a lifelong connection to the University. It also serves to increase the calibre of our graduates and our reputation particularly in the area of social responsibility and responsiveness to our region.

**UoN Engage Newcastle:**

- Is a unique web portal that connects the community in all its forms directly to the University. It is unique because it focuses on all our internal and external communities including industry (refer to Annexure 4).
- Is a tool to support and facilitate the aims of Engaged Learning and Community and Industry Engagement.
- Will include servicing under-represented academic areas in the area of engaged learning/WIL, and providing material support for faculty, as well as acting as a portal presenting a clear ‘shopfront’ for external stakeholders to access the university within our scope.
- Will be a university-wide approach that can be accessed by all campuses.
- Allow convergence to happen virtually, overcoming current physical, structural, procedural and financial obstacles.

Opportunities for engagement under this framework include engaged learning (WIL), careers development and services, industry scholarships, leadership programs, volunteering, faculty-based programs such as SIFE, internships, and engagement scholarship / research.

It will also act as a conduit to programs and opportunities already in existence within the university for Community, Industry, Partners, Students, Staff, Alumni, and Schools.

**Associate Professor Kevin Lyons**

Assistant Dean of External Engagement, Faculty of Business and Law, University of Newcastle, Australia

Presentation:

The third panelist will discuss current issues around placing students in Work Integrated Learning in the Faculty and how these can be resolved through a centralised engaged learning framework.

The provision of work-based learning for students has played an important role in the Bachelor of Business program at the University of Newcastle. In previous years and currently, the vehicles for this type of learning have largely relied upon non-compulsory courses especially project-based courses where high-performing students undertake industry-based projects that are typically research focussed. However, a number of limitations to these approaches are evident:

- These experiences are not compulsory - some students can finish their degrees without meaningful workplace experience or engagement.
- They have tended to serve higher performing students.
- Workplace projects and experiences when offered tend to be staff resource intensive.
- Current approaches to work placements are narrowly defined and do not capture the range of experiences students accrue from other facets of life.
- Students have difficulty making connections between their studies and their future careers.
- Placement in the final year of a degree provided limited opportunity for experimentation with a range of engagement experiences.

The proposed initiative seeks to address these limitations and provides a formal mechanism to enable ‘work-readiness’ upon graduating, while ensuring they develop strategic career planning, and self-marketing abilities that will enable them to take control of their learning, professional and life trajectories well beyond their graduation. This initiative is designed to develop in all students the
capacity to plan, initiate and reflect upon a range of work and life experiences within and beyond formal Work Integrated Learning activities already in place within degree structures.

**Presenter:** Peggy Jarvie, Executive Director, Co-operative Education & Career Services, University of Waterloo (Canada)
**Supporting Presenter:** Peter Franks, Senior Associate Vice Provost for Career Education, Steinbright Career Development Center, Drexel University (U.S.)
**Title:** “Managing employer relations in large co-op programs: Drexel and Waterloo”
**Abstract:** Drexel and Waterloo host two of the world’s largest co-operative education programs. Ensuring relevant employment experiences for thousands of students across dozens of academic programs each year involves thousands of employers. In good economies, job development and retention is key. In challenging economies, relationships with employers drive the success of the programs. Peter Franks and Peggy Jarvie will speak about the importance of employer relations, the specific strategies they have developed to ensure their universities are a top choice for employers in Canada, the US and around the world, and the questions and challenges they see for employer relations in large co-op programs.
**Learning outcomes:**
Participants will leave with a clearer understanding of employer relations and its importance in today’s economy, and with ideas to enhance their employer relations programs.
PAPER PRESENTATIONS

Presenter: Ahmed Abdelal, Provost and Vice Chancellor for Academic Affairs, University of Massachusetts Lowell (U.S.)

Title: “Integrated Cultural and Experiential Learning”

Abstract: International co-operative exchange is a superior integrated learning model that allows students to benefit from curricular experiences across the globe. This type of educational endeavor provides students with rich cultural experiences that cannot be duplicated locally. An understanding of other countries and cultures enriches our students’ education overall and helps make them global citizens. In today’s ever shrinking world, a global perspective will give our graduates a workplace advantage by ensuring that they have the multicultural understanding required to succeed.

In support of this global vision, the University has established a number of international partnerships that reflect faculty research activities, student travel interests, and the multi-cultural heritage of the Lowell community. These partnerships will strengthen our research efforts by increasing the breadth and depth of our collaboration with international universities, research centers, and business firms. By nurturing research relationships around the world, we increase the chances that we will innovate more efficiently and more effectively and perhaps in ways we could not have imagined otherwise.

These partnerships will also enhance our economic development efforts. By serving as a catalyst that connects local companies and business leaders to those around the world, we become an effective economic engine for our region. We can help to strengthen industries in our region by helping them become global. We can help to widen the awareness of our students by helping them appreciate the similarities and applaud the differences among populations around the world. Among the best ways of achieving these goals is through team taught courses that can be composed of mixed students that have combined co-op experiences or through inter-cultural four month co-op experiences combined with four-week intensive team-taught courses.

International engagement in general contributes to world harmony. Institutions of higher education are not only readily able to foster better international communication and understanding through collaboration, but it is also an important responsibility that institutions of higher education bear. International co-operative experiences engender in our students an understanding of the part they will be called upon to play as they become productive members of an increasingly diverse and complex society.

Presenter: Hartini Ahmad, Director, Centre for University-Industry Collaboration, Universiti Utara Malaysia (Malaysia)

Supporting Authors: PROF. SHAMSUDDIN BAHARIN, MINISTRY OF HIGHER EDUCATION MALAYSIA; MS. RAFIDAH MAHAYUDDIN, UNIVERSITI UTARA MALAYSIA (MALAYSIA)

Title: “University- Industry Technology Collaboration Framework: Case Study Approach”

Abstract: The migration from traditional view of the university role to the more challenging role results on improvements in the economic growth. On the other hand, it promotes an increase in technology collaboration of the University-Industry. The aim of this study is to assess the framework of University-Industry Technology Collaboration of Universiti Utara Malaysia (UUM) in relation to the commercialization efforts. In particular, the main barriers found in undertaking the new role of university, to take the initiative to generate growth through new knowledge, producing graduates and emphasize on the innovations, and the creation of entrepreneurial activities. Two projects are highlighted among of the many efforts, are the industrial attachment, and technology sharing enable the mutual gains of both organizations; university and industry. Indirectly, these stimulate the transfer of commercially valuable research into the industry. Thus, the researchers from UUM are inventing and innovating new solutions that could enhance the industry partners. On the other hand, the university
would also benefit by having the hands-on and real-life experiences from the industry. Case-studies of two projects with two companies operating in the construction, and automotive sectors were conducted. Participation observations on the companies setting, and engagement through interviews with managers were made. It was found that these companies are at different maturity levels in relation to the university-industry technology collaboration, and the commercialization efforts, therefore UUM has to foresee these as challenges to University-Industry Technology Collaboration framework. The companies’ technology centers, which located in the campus, benefit UUM in terms of providing adequate and dedicated support and advice to enhance the commercialization efforts. By having the centers, committed partners can work together to develop the research facilities, business expertise, and support the talent management in the university ecosystems. The research has limitation as it is based on the special projects and companies with limited capacity of empirical validation. In terms of the originality, the paper describes the real-life projects in a naturalistic approach of the University-Industry technology collaboration and barriers to be overcome to ensure the sustainability.

**Presenter:** Gerlese Akerlind, Director, Teaching and Learning Centre, University of Canberra (Australia)

**Supporting Presenter:** Anna Wilson, A/Prof, Australian National University (Australia)

**Title:** “Learning to be professional”

**Abstract:** The development of a sense of professionalism is an inherent part of the preparation of students to work in professional environments. Yet just what professionalism means and what students learn about professionalism from internships and other workplace learning experiences is often left implicit, despite professional codes of conduct. Based on interviews with university students in a variety of disciplines, this presentation unpacks:

- different elements of professionalism, as experienced by students
- variation in perceived purposes and meanings of being professional
- implications of this for students’ work-readiness post-graduation
- how to enhance the teaching and learning of professionalism.

As part of a larger project looking at curriculum design to enhance work-integrated education, some 40 students from six disciplinary areas were interviewed or surveyed about their understandings of professionalism. The interviews were based around trigger scenarios generated from the students' own experiences, either in the workplace or in their university studies. The disciplinary areas were: information science, pharmacy, clinical psychology, business communications, microbiology and international studies. Students varied from first year undergraduate to final year Masters level. Substantial variation in understandings of professionalism emerged. This variation was often hidden by use of common terms such as expertise, ethics, trust, respect... but with different underlying understandings of what those terms mean and what purpose they play in being professional. Indeed, substantial variation in the perceived purpose of professionalism itself was also evident. Perhaps surprisingly, more sophisticated conceptions were not always held by students in the later years of their degrees or those who had undertaken work-place experiences such as internships. The implications for curriculum design to enhance students' learning about professionalism whilst on internships and other workplace learning experiences are considered.

**Keywords:** professionalism, understandings, cross-discipline, qualitative, student variation

**Presenter:** Yildiz Arikan, Full Time Academic Member, Faculty of Engineering, Bahcesehir University (Turkey)

**Title:** “Practice Based Learning in Higher Education: Experiences in Turkey”

**Abstract:** This paper summarizes the findings of a practice based learning workshop held at Bahcesehir University with the participation of three universities from Turkey. The workshop was organized as a requirement of the work plan of a project titled Euronet-PBL: Education, Practice & Research, Promoting
Practice-Based Learning in the Higher Education provisions for Business Administration, Engineering and Vocational Teacher Education* The European cooperation project Euronet-PBL has been launched as an Erasmus multilateral project to analyze practice-based learning arrangements in study programs in Higher Education. The project has focused on three domains (management, engineering and vocational teacher education) and has covered six countries (Germany, Norway, Denmark, Ireland, Turkey and Slovenia). The basic activities consisted of case studies, stakeholder interviews and evaluation workshops for analyzing the functioning of practice-based learning in the local or European environment.

Among the participating universities in the workshop Bahcesehir University and TOBB ETU University represented two private universities, employing the CO-OP model of practice based learning, which they designed to satisfy their specific needs and objectives, Sabanci University, another private university applying its very original model in management education and the fourth one, Dokuz Eylûl University, is a state owned university with a “problem based learning” program totally integrated into its curriculum in a number of its Faculties.

The workshop provided important insights to better understand and draw policy conclusions for a better practice based framework.

As far as the Role of Practice and of other learning arrangements in linking theory to practice is considered differences existed among the universities due to many factors including

Whether the practical work is compulsory or not

How explicitly the PBL Model serves to integrate theory with practice,

This paper will present a comparison of the key findings which would lead the way for further improvement of the existing models with benefits to students and industry.

**Presenter:** Craig Bach, Vice Provost, Institutional Research, Assessment, and Effectiveness, Drexel University (U.S.)

**Supporting Presenters:** Iuliana Balascuta, Director of Operations, Academic Affairs, Drexel University (U.S.); Peter Franks, Senior Associate Vice Provost for Career Education, Drexel University (U.S.)

**Title:** “Understanding Learning and Driving Change through the Use of Student Reflective Analyses”

**Abstract:** In 2011, Drexel University re-engineered the processes and instruments used to assess student learning during their cooperative education experiences, including changes to both the Employment Summary and Planner (ES&P) student self-evaluation and the Employer Evaluation of student performance. One important part of the redesign was to add a mandatory reflective analysis to the post-experience ES&P. The addition of the reflective analysis was intended to address two issues: 1) the need for students to better connect their cooperative education experiences with their academic programs, and 2) the need to better inform academic programs (e.g., curricula, teaching) by using outcomes data reflecting student learning during co-op experiences. In order to evaluate the efficacy of the reflective analyses in addressing these issues, the authors are running a two-part study. The first part involves student interviews - the second is a content analysis of the student reflective analyses. Both the analysis of interview data and the content analysis combine a priori conceptualized variables (e.g., perceived connections to Drexel during cooperative education experiences, achievement of institutional learning outcomes, perceived learning from the cooperative education experiences) and a posteriori (derived) themes identified from the analysis. Additionally, the authors are investigating correlations among the qualitative findings and other variables from the ES&P and Employer Evaluations. In this paper, the authors briefly discuss the study’s methodology; describe their findings; and present proposed responses to the findings.

**Keywords:** Outcomes Assessment, Reflective Analysis, Cooperative Education, Content Analysis

**Presenter:** Helen Corkill, University Co-ordinator for Part-time Provision, University of Bedfordshire (UK)
**Title:** “WiL-ling to change? Re-examining the university/workplace interface in the rapidly changing environment of higher education in England”

**Abstract:** Higher education in education is entering an era of unprecedented change. In 2012/13 tuition fees will triple, making students more likely to be demanding consumers with high expectations of the employment currency of their degree studies. The “employability” agenda is ever to the fore; other forms of workplace experience are arguably decreasing in either popularity or viability. “Sandwich” years, although providing valuable experience, increase the length and costs of already expensive degree courses and work-based learning predicated on individual requirements remains costly for many institutions. Some form of workplace learning, however, has probably never been as desirable.

From 2012/13, all UK graduates will be issued with a Higher Education Achievement Report (HEAR), which will include the European Diploma Supplement. The HEAR will provide a broad range of information relating to academic attainment, but for the first time will also detail a student’s learning and achievement on a much broader range of skills, competencies and experiences, including those connected with the workplace.

This paper will present the story of how one English university re-examined its diverse approaches to linking workplace and classroom learning. The concept of Work-integrated Learning (WiL) was then introduced to mark a new approach to addressing the changing and broadening demands of connecting university and workplace learning, both within the curriculum and as co-curricular activity. WiL should therefore help to address the increased demands of the new student consumers and the new HEAR.

**Keywords:** Changing higher education environment, HEAR, WiL, linking workplace and classroom learning

**Presenter:** Rick Cummings, Manager, Educational Development, Murdoch University (Australia)

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**Title:** “A Standards Framework for Work Integrated Learning”

**Abstract:** Universities, worldwide, have increasingly focused both strategically and operationally on expanding and improving work integrated learning (WIL) in their curriculum, resulting in an increasing range of approaches to WIL. Work placements are now recognised as limited because they are resource intensive, do not suit the needs of all courses, and are unlikely to be available in sufficient numbers to satisfy the increasing demand for WIL.

Therefore, other approaches have been developed ranging from simulations to project based activities. The broader range of approaches has created a need for a clearer description of what constitutes WIL and, correspondingly, standards for good practice.

At Murdoch University in Perth, Western Australia, the adoption of a new WIL policy to include WIL experiences in every degree course has raised the issue of how to assure the quality of different approaches to WIL and whether all approaches are of equal value. To explore this, a standards framework for WIL has been developed and is currently being tested. The framework is designed to assist both unit coordinators to design high quality WIL activities and employers to judge the extent and quality of the student’s WIL experiences. The framework uses the three pedagogical phases of a practice-based experience preparatory, participative, reflective - described by Billett (2011) and draws on the principles of good practice proposed by Orrell (2011).

This presentation explains the framework developed at Murdoch and seeks critical discussion of its validity and suitability for determining good practice across a range of approaches to WIL.

**Keywords:** Standards, Pedagogy

**Presenter:** George De Lange, Director: Engagement and Collaboration, Nelson Mandela Metropolitan University (South Africa)

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**Title:** “Contextualising Cooperative Education and Work Integrated Learning within an Engagement Conceptual Framework of an Engaged Comprehensive University”
Abstract: The Nelson Mandela Metropolitan University (NMMU) was established in 2005 as a result of the merger process of higher education in South Africa. The new institution came about as a result of a merger between two traditional universities and a Technikon (University of Technology/University of Applied Sciences whose academic programmes and teaching philosophy was underpinned by the principles of cooperative education and work integrated learning. The national goal is for a differentiated higher education system in South Africa serving different needs. The merger resulted in the establishment of a new type of university in the South African Higher Education landscape. The NMMU with its 25 000 students was classified as a Comprehensive University, characterised by the offering of a wide range of qualifications from certificate level to doctoral level in vocational and professional programmes.

A distinguishing characteristic of the three Comprehensive universities in South Africa is their well-developed partnerships with industry and commerce in terms of teaching and applied and contract research. The NMMU views itself as an Engaged and Responsive University and places emphasis on the integration of engagement and service which is the third core function of higher education in South Africa into the other two core functions of teaching and learning and research. Over the past five years numerous studies of South African Universities have found that these institutions are grappling to clearly define engagement, its role and to contextualise these activities. Differing engagement conceptual frameworks and typologies that best suit the diversity of institutional and developmental contexts have developed. The paper provides details on the development of the NMMU’s Engagement Conceptual Framework and Typology and further provides the context, positioning and importance of cooperative education and work integrated learning within this framework in contributing towards the achievement of the vision and mission of this new university in the changed South African Higher Education landscape.

Keyword: Engagement Conceptual Framework

Presenter: Teyfik Demir, Professor, TOBB University of Economics and Technology (Turkey)

Title: “On the Eight Years of Co-operative Education as TOBB University of Economics and Technology”

Abstract: TOBB University of Economics and Technology provides co-operative education privilege to its students and lecturers. TOBB ETU is the first and only university in Turkey that applying co-operative education compulsory. Today, TOBB ETU have contracts with about 1.700 companies whole around the world. It has been 15 countries that our students are on co-operative education. TOBB ETU places 800-1000 students to contracted companies each trimester. Completing three co-op trimesters is mandatory to get graduated from TOBB ETU. This is the 8th year of Co-operative education at TOBB ETU. In this study, some outcomes of 8 years of co-op at TOBB ETU will be given. Statistics about companies, students and industry based collaborations will be announced. Selected success stories will be presented. And overall outcomes will be evaluated.

Keywords: co-op, TOBB ETU

Presenter: Irini Dimitriyadis, Academic, Bahcesehir University (Turkey)

Supporting Presenter: Taylan Matkap, Chief Actuary, Anadolu Insurance Company (Turkey)

Supporting Author: Taylan Matkap, Chief Actuary, Anadolu Insurance Company (Turkey)

Title: “The role of industry participation in teaching insurance and actuarial sciences”

Abstract: The study is based on a 20-year teaching experience in actuarial science (insurance mathematics) both at the graduate and undergraduate levels. An actuary is a business professional who analyzes the financial consequences of risk. To become an actuary, not only in Turkey but almost all over the world you need to pass a sequence of exams and there is also compulsory upgrading training at defined intervals. Teaching actuarial science to undergraduate students is difficult in that you have to introduce them to subjects like financial investments, life insurance, pensions, non life insurance, all of
which are concepts they are not acquainted with. Still another problem we face in Turkey is that most of the professors teaching actuarial science have nearly no work or research experience with some insurance or financial organization and hence have difficulty in connecting with the problems in the industry. Considering all the above factors it becomes extremely important to have a well defined interaction between universities and the insurance sector, so that efficient programs are designed to meet both academic as well as professional expectations. This will be possible if undergraduate students are introduced to the insurance business while yet studying, the academics become aware of problems in the industry and collaborate in their solution through graduation projects of the students, insurance professionals share their experience with students through seminars and courses and insurance companies show willingness to share data for research purposes.

**Keywords:** actuarial science, insurance, university, insurance sector

**Presenter:** Nirmala Dorasamy, Senior Lecturer, Durban University of Technology (South Africa)

**Supporting Author:** Dr. R. Balkaran

**Title:** “Inculcating a service culture among hospitality management students through work integrated learning: A case study of Durban University of Technology”

**Abstract:** Any segment of the hospitality industry, as a service industry, focuses on the customer’s total experience. This focus is imperative if organisations are to maintain an edge in an increasingly competitive industry that demands added value. Services, both tangible and intangible, can be considered as a customer experience which cannot be recalled. Therefore, the standards for service operations must be zero defects. The establishment of standards and enactment thereof, is an integral part of the conduct of service employees. This article investigates through a qualitative approach how a service culture can be developed among hospitality management students during work integrated learning to enhance teaching and learning.

The extent to which a quality service culture is advocated within the work integrated learning component by the Department of Hospitality Management at the Durban University of Technology is explored. It is argued that a focus on the service quality aspects of service in the areas of professional cookery, accommodation, catering and; food and beverage management can make a significant contribution to developing attributes like reliability, helpfulness and good communication. The article further demonstrates that by exposing students to the expected attributes and skills necessary for a service oriented culture, they are made aware of what constitutes “exceptional service quality”, thereby contributing to their learning about the importance of service in the hospitality industry. While work integrated learning is a philosophy of education based on the “theory of experience of the customer” within the hospitality industry, it is also an integral part of the students’ experience.

**Keywords:** Hospitality, work integrated learning, service culture, customer

**Presenter:** Sharon Douglas, Manager, Community Partnerships, External Relations, University of Newcastle (Australia)

**Supporting Presenter:** Ms. Jayshree Thakrar, Community Engagement, University of Fort Hare (South Africa)

**Title:** “Engaging Students in and beyond WIL: Voices from the South”

**Abstract:** Within the higher education sector internationally, the employability of the graduate has increasingly become vital. Work Integrated Learning (WIL) is considered an “umbrella” term for a range of approaches and strategies that integrate theory, with the practice of work, within a purposefully designed curriculum. The main aim is to assist students to become career ready.

However, there are problematic aspects to WIL, and institutionally, this plays out in many ways across the 'south' for both the academic and the student. In particular, issues around equity and access as well
as inconsistencies in institutional and governmental resourcing can all act as obstacles to providing engaged learning opportunities for all students. Furthermore, institutions that are geographically located in regions that are socially and economically challenged, and where quite simply there is not enough “industry”, WIL is often then restricted to young, high achieving students on the one hand, and campuses located in the urban, on the other. What happens then in the rural?

This article argues the need for a re-imagination of WIL in its present shape and form, and considers community-based integrated learning as an alternative. Can WIL be adopted and adapted as a mechanism for responding to the needs of both the student and the community? A case study from these two institutions will localise community engagement priorities and practices and present the vital link between WIL, other forms of engaged learning, and community engagement.

**Presenter:** Nombeko Dwesini, Senior Coordinator: Work-Integrated Learning, Walter Sisulu University (South Africa)

**Supporting Presenter:** Mrs Vikelwa Nomnga, Acting Head of Department: Hospitality department Walter Sisulu University (South Africa)

**Title:** “Hospitality Management students' experiences of Work-Integrated Learning: The case of Walter Sisulu University”

**Abstract:** This exploratory research will investigate students’ experiences of Work-Integrated Learning (WIL) within the national diploma in hospitality management at Walter Sisulu University (WSU). Some academic programs offered at WSU incorporate a compulsory component of WIL. WIL is the term used to describe the program that integrates the theory that students learn in the classroom with practicals undertaken in the workplace. Its main purpose is to expose students to the realities of their industry so that when they graduate they are work ready. In essence WIL is a partnership between the university, student and the employer. Students are key stakeholders in this partnership. Consequently it is important to understand how they experience this type of learning.

Both the qualitative and quantitative research methods will be utilized in undertaking this research. Students will be encouraged to critically reflect on their experiences in the hospitality industry and to question how these experiences fit with the theory they have learnt in the classroom. The results of this research will be used to improve the quality of the WIL program in the hospitality department of Walter Sisulu University.

**Keywords:** Work-Integrated Learning, Work-ready, Partnership
increased employability of students and if a curriculum does not include this component, students are denied the opportunity of being work-ready at the end of the HRM program. Data will be collected by means of literature review, in-depth interviews and focus group discussions with students, academics and employers.

**Presenter:** Levent Eren, Associate Professor of Engineering, Bahcesehir University (Turkey)

**Title:** “Brand Name Courses in Engineering”

**Abstract:** Collaboration between the Universities and Industry is very important in producing engineering graduates that meet the expectations of the hiring companies. Often times the human resources managers of big companies complain about how costly the training of new graduates gets due to high employee turnover in various engineering fields. It is crucial for Universities to take measures to help companies with both training costs and employee retention rates. In this respect, Bahcesehir University started collaboration with leading companies in different industries to offer Company Brand Name technical courses such as IAS “Canias ERP Applications”, Turkcell “Mobile Communications and Technology”, Mercedes Benz “Materials and Distribution Management”, IBM “Service Oriented Architecture”, Microsoft “Developing Web Applications using Microsoft Silverlight”, and Schneider Electric “Energy Efficiency and Savings”. These courses are taught by instructors from the associated companies and there is also a faculty member responsible for the course. The faculty member gets feedback from the company instructor on both the course and the other areas where students seem to lack sufficient knowledge so that the adjustments needed in the undergraduate curriculum can be determined. In addition to getting involved in modifying the curriculum according to the needs of the industry, the company gets a pool of internship applicants from the course. Exposing selected students to the company culture during the internship and preparing them according to company needs during their undergraduate curriculum will help company minimize training costs and increase employee retention rate. This paper will share our experience in Engineering Brand Name courses with statistics.

**Presenter:** Dachao Hu, Leader of Key Disciplines, Shanghai Institute of Technology (China)

**Title:** "New Engineering Education Mode by Co-operation Training Between University and Corporation"

**Supporting Author:** Ding Ping Ye, Network Information Center Chinese Academy of Sciences (China)

**Abstract:** The basic content to instruct graduation design (thesis) through co-operative education of university and corporation is to develop and improve the overall quality of students’ integrated capabilities and focused on employment competitive ability. This pattern fully uses school and society that are two kinds of different education environments and resources as well as in talented persons raising aspect with the different respective superiorities. By combining with the classroom instruction knowledge from primary school and the direct knowledge that is from the production practice, and the scientific research, which obtains efficient and better result in students’ education raising process, and comprehensively improves student's specialized quality and the humanities quality. This paper mainly focuses on the feasibility of this model, structure and implementation of related issues, through Shanghai Institute of Technology years practice experiences, it shows that the model can help students improve their political and ideological qualities, engineering capabilities, and enhance their employment competitive abilities. Meanwhile teachers’ exercise and practical engineering capabilities have been improved, which helps to make up for lack of teaching resources in schools. The model is very good and efficient way to train innovative and talent people and develops implementation of outstanding engineer training plan.

**Keywords:** Engineering Education Mode, Cooperation Education of University and Corporation, Graduation Design (Thesis)
**Presenter:** Stephen Hundley, Associate Dean for Academic Affairs and Undergraduate Programs, Indiana University-Purdue University Indianapolis (IUPUI) (U.S.)

**Supporting Presenter:** Dr. Terri Talbert-Hatch, Assistant Dean for Student Services, Indiana University-Purdue University Indianapolis (IUPUI) (U.S.)

**Title:** “The Internship in Reverse: Prior Learning Assessment and Its Role in Work-Integrated Learning”

**Abstract:** The personal, academic, and professional benefits of various work-integrated learning approaches are well-documented. Indeed, internships and cooperative education are forms of experiential learning that have been identified as high-impact educational practices. The demographic composition of students at several institutions in the U.S. and elsewhere includes individuals who are returning/delayed entrant adult learners, many of whom bring a wealth of college-equivalent experiential learning with them. For these students, traditional forms of work-integrated learning may not be as effective in helping students or programs achieve their respective educational objectives. Prior learning assessment is a process through which college-equivalent learning acquired through experiential means (e.g., employment; personal circumstances; community/volunteer endeavors) is used to provide academic credit for applicable and relevant learning experiences that have occurred outside the traditional boundaries and structures of higher education. Using specific examples from a variety of institutional and programmatic contexts, this presentation describes the characteristics of learners eligible for prior learning assessment; discusses the role that prior learning assessment plays in work-integrated learning; outlines strategies to identify, document, support, evaluate, and use prior learning to facilitate a student’s educational development and achievement; highlights the opportunities and challenges such approaches offer; and provides recommendations for students, faculty, institutions, employers, and other stakeholders on how to implement, improve, or enhance prior learning assessment as a component of work-integrated learning programs and initiatives.

**Keywords:** Prior learning assessment, Adult learners

**Presenter:** Hatice Necla Keles, Lecturer – Head of the Economics and Administrative Program, Bahcesehir University (Turkey)

**Title:** “HOW DOES THE BUSINESS WORLD PERCEIVE CO-OP EDUCATION MODEL? : A STUDY ON TURKISH FIRMS”

**Abstract:** It is very important that the CO-OP education model, which aims to combine the education and business lives and thus to improve students’ knowledge, global business experiences, is supported by the business world. Departing from this idea, this study aims to determine the perceptions of business managers operating in Turkey about the CO-OP model. Within the scope of this research, in-depths interviews were conducted with six people working in Turkish business world. At the beginning of the semi-structured interviews, the participants were asked if they had any knowledge about the CO-OP education model. Then, they were asked about their opinions about this model, and if they considered hiring a COOPER in their firms and about their expectations and suggestions regarding this education system. At the second stage of the research, in addition to the in-depth interviews, a focus group study was conducted with the participation of people involved in various working groups within the Turkish business world. The researchers, in the focus group study, asked open-ended questions about the concepts of the relationship between education and the business life - and “global business experience”, and they initiated the discussion on what kind of a role the CO-OP education model plays on the relationship between these two concepts. It is expected that this study, based on the combination of literature review, will provide a basis for various quantitative studies and contribute to both academic and business world.

**Keyword:** CO OP

**Presenter:** Aneen Koch, Co-operative Education Lecturer, Cape Peninsula University of Technology
Title: “e-Portfolios within work-integrated learning: online performance appraisal of final year students”

Abstract: In South Africa the work-integrated education curriculum of universities of technology (UoTs) requires a portfolio of evidence from a student towards the end of study, typically work being done over four years of undergraduate study. Recently at the Cape Peninsula University of Technology work has started to establish the feasibility to use the functionalities of a large teaching and learning management system to support students to develop their portfolios in electronic format only.

An electronic portfolio is a collection of electronic evidence assembled and managed by a user (in this case a student), usually by means of a web-based system. Purpose-made software can be purchased but in this research the current university-based system was utilised (Blackboard in this case). Elements of such evidence can include text (for example completed and assessed research projects, images, multimedia, blog entries and even hyperlinks to other web-based files). An e-portfolio may permit multiple users (e.g. academics, employees, students) and for multiple purposes (e.g. for assessment of a student’s deliverables, job-screening by potential employers, or to keep a record of achievements, building a curriculum vitae, and more). As part of the curriculum, theoretical as well as practical research projects are typically submitted to expand a student’s knowledge of a certain topic.

For the project a fixed structure has to be developed, making use of Blackboard’s unique document upload features. Various sub-folders were designed to enhance the uploading of a student’s evidence. Examples are:

- Personal information (CV, proof of registration, academic history, identification document)
- Company information (interviews attended, companies approached, placed)
- Memorandum of agreement
- Logbook
- Portfolio (written report and evidence on learning experience)
- Performance assessment.

These sub-folders not only guide the student towards the type of evidence that can be submitted, but it’s structured and logic outline simplifies the assessment process. By assigning login accounts to representatives of industry (so-called workstations) these very important partners in the WIL process can also gain access to the content of student portfolios. Blackboard’s unique and wide spectrum assessment tools have been used to execute various levels of appraisal, for example

- Quality of each type of e-evidence submitted (for example the outline of practical work done, a student’s interpretation of an employer’s in-service training or its HR quality)
- Assessment of a student’s pre-identified deliverables (for example research reports, literature analysis)
- General assessment of a student by employer
- General assessment of the employer by the student
- Overall performance appraisal by the employer
- Logging of daily/weekly/monthly activities performed via specified learning areas.

A wide variety of Blackboard’s assessment tools were utilised, for example

- Multiple questions
- Paragraph style questions
- Open-ended questions
- Needs analysis.

This paper will provide a brief overview of the features of e-portfolios for worked-integrated learning, but will then concentrate on the techniques to e-assess final year students’ deliverables towards work-integrated learning.

Keywords: work-integrated learning, e-portfolios, performance appraisal, assessment

Presenter: Fulya Kurter, Program Coordinator and Instructor, Bahcesehir University (Turkey)
Title: “Supporting the Career Development of Students through Awareness: A Neglected Peace of Work Integrated Learning”

Abstract: Co-operative education provides students with an opportunity to utilize their education and apply it to the workplace. The knowledge and skills that students acquire in the university are then taken to the real world. Combining these experiences provides students an important opportunity to gain productive work experience that they need. In order to increase the effectiveness of the co-op model, supporting students for their work readiness and encouraging them to develop the related competencies on more personal level is important as well. What makes the co-op experience valuable for both parties is highly dependent on the students’ attitude towards their work, life and themselves in general. So the “psycho-education” part of the process has the potential to develop positive psychological attitudes in students, as Lee and Johnson mentions these qualities as (2001) tolerance for ambiguity, resilience, proactivity, and openness that can be applied to the work arena as well. This domain is even more crucial in today’s circumstances, since people are no longer staying with the same company, or even continuing along the same career path throughout their working lives. (Hall, 1996; Gysbers, Heppner, & Johnston, 1998).

So introducing such a broader perspective to the students before their co-op experience may contribute them to perceive this experience more than a single shot opportunity that is “ready-made” presented to them but encouraging them to feel more responsible for their choice and actions during and after the experience. In order to support this aim, among the career development interventions a career orientation course and career counseling sessions are integrated into the co-op model at Bahcesehir University, Turkey.

So the focus of this presentation is to discuss these “best practices” by providing some examples, while at the same time sharing some feedback and comments gathered from the students who were either enrolled to the course or received career counseling services from the GCDF’s who work on a part-time voluntarily basis.

Keywords: Career development learning, Work integrated learning, Work readiness, Meaning of success

Presenter: Nor Idayu Mahat, Programme Chair, Centre for University-Industry Collaboration, Universiti Utara Malaysia (Malaysia)

Supporting Authors: Dr. Hartini Ahmad, Centre for University-Industry Collaboration UUM (Malaysia); Prof. Abdul Razak Saleh, Universiti Utara Malaysia (Malaysia)

Title: “Cooperative Education: Mixed of Skill Enhancements and Social Responsibilities”

Abstract: This paper shares the idea of creating a cooperative education programme that mixes skill enhancements and social responsibilities through university-industry collaborations. The idea focuses on the roles and responsibilities play by the university and industry in enhancing students’ hands-on skills and bridging them with nearest communities in social activities. Some existing similar programmes related to skill enhancements and community services activities are compared and a new programme that mixed of both is proposed.

Presenter: Nor Idayu Mahat, Programme Chair, Centre for University-Industry Collaboration, Universiti Utara Malaysia (Malaysia)

Supporting Authors: Dr. Hartini Ahmad, Centre for University-Industry Collaboration, UUM (Malaysia); Dr. Ooi Yeng Keat, College of Business UUM (Malaysia); Ms. Norjannah Nasarudin, Centre for University-Industry Collaboration UUM (Malaysia)

Title: “Strategic Internship Programmes for Strengthening Collaboration between Academia and Small and Medium Enterprises: Experienced by Universiti Utara Malaysia”

Abstract: mindset of graduates who expect universities to equip them with professional skills that ready for employers need to be adjusted. A new paradigm needs to be imparted to help graduates survive in
challenging job hunting. Taking this issue seriously, Universiti Utara Malaysia has introduced a structured internship programme to motivate students to plan their employment through entrepreneurship. The programme demands good and well-planned collaboration between the university and entrepreneurs from small and medium enterprises (SME). The collaboration involves in creating an agree type of training and evaluating the performance of the students.

This paper explores the challenges faced by the Centre for University-Industry Collaboration as it investigates the feasibility to place stakeholders, entrepreneurs, entrepreneurs’ bodies, academicians and the Ministry of Higher Education in the same agenda. The research was done in both qualitative and quantitative approaches to obtain variety of perspectives. Some suggestions for improvement about how to develop and manage the internship opportunities for graduates’ entrepreneurs are elaborated. Potential win-win projects between academicians and entrepreneurs are suggested.

**Keyword**: Entrepreneurship internship

**Presenter**: Donald McEachron, Research Professor and Senior Lecturer, School of Biomedical Engineering, Science and Health Systems, Drexel University (U.S.)

**Supporting Authors**: Dr. Craig Bach, Vice Provost, Drexel University (U.S.); Dr. Karen Nulton, Assistant Teaching Professor of English and Philosophy, Drexel University (U.S.)

**Title**: “Using Knowledge Management Approaches to Integrate Co-Operative Education”

**Abstract**: Co-operative education has the potential to create an interactive feedback system involving faculty instructors, students and employers that enhances the relevance and impact of curricula while providing for continuous quality improvement. This potential, however, may not be fully realized due to the participants’ tendency to compartmentalize their experiences. Students often consider their co-op experiences as merely a job while faculty fail to monitor and utilize student experiences to modify curricular activities. In an effort to correct this and insure proper integration of these experiences, we propose creating a system with the following components:

- Instructional Decision Support System (IDSS) linking student characteristics, performance, instructor characteristics, learning outcomes, and instructional methods to inform faculty decisions on the appropriate educational pedagogy to improve student learning;
- EduApps Portal, a Web-based clearinghouse for educational applications;
- Guided Personalized Student Learning System (GPS-Learn) to facilitate decision-making by students concerning their own education;
- SocraticNet, a social learning network tied in with the other components.

Students and faculty can be trained to use SocraticNet as a standard academic communication system both on and off campus, whether students are engaged in classroom learning or applying that learning on the job. Students would rely on GPS-Learn to facilitate their education while faculty instructors use the IDSS. The EduApps Portal would be tied into GPS-Learn and IDSS to provide educational support on demand and in context through SocraticNet. This social network approach should facilitate a constant level of communication, providing the infrastructure for interactive feedback as originally envisioned for effective cooperative education.

**Keywords**: knowledge management, social network, co-operative education

**Presenter**: Norah McRae, Executive Director, University of Victoria (Canada)

**Title**: “Work Integrated Education: A Complex Dynamic System”

**Abstract**: Work Integrated Education, also referred to as “work-integrated learning” is an umbrella term to describe a range of educational activities that integrate learning within an academic institution with practical application in a workplace setting relevant to each student’s program of study or career goals’, p. 3. (Sattler, Wiggers, & Arnold, 2011). Work- integrated education (WIE) is a complex, dynamic activity comprised of the interplay between the learner and the workplace where the learning occurs in what
has been problematically termed a “black box”. A holistic systems thinking approach to WIE might enable educators to recognize that enabling WIE may require many different approaches and that the interactions of all stakeholders in WIE programs are interconnected. Rather than a black box, which connotes a space that somehow transforms inputs into outputs, perhaps we might consider a metaphor such as a dance. What makes up a successful dance? The dancers themselves, of course, but also the: backdrop, stage, dance itself, supporting cast and audience all contribute to the success of the dance: how enjoyable, rewarding and meaningful. This holistic view of WIE is supported by Andresen, Boud, & Cohen who suggest that experience-based learning involves the whole person, recognizes and makes active use of all the learners relevant life and learning experiences. (Andresen, Boud, & Cohen, 2000).

**Keywords:** Work-Integrated Education, Complex System

**Presenter:** Masahiko Itoh, Department of Mechanical Engineering, Sendai National College of Technology (Japan)

**Supporting Presenter:** Yasuo UTSUMI, Professor, Regional Innovation Center, Sendai National College of Technology (Japan)

**Title:** “Activity Report of Intellectual Property Student Advisory Office at Sendai National College of Technology in 2011”

**Abstract:** In the execution of CO-OP or Internship, the ability that the result of the demonstrated creativity can be made an intellectual property is requested at a worldwide level in the 21st century. Students of engineering are very capable of developing their own creativity by suitable educational contents focused on experiences, starting just after the entering the education system. Sendai National College of Technology (SNCT) has been implementing creativity education of experience-based thinking in individual grade levels from 15 to 22 years old in order to train up the students from an early stage for creative and practical engineering. This Creativity-based Intellectual Property Education Project has been adopted by the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT), under its contemporary education needs supporting program in 2006. The project is to construct an educational system that has the following characteristics; 1) to collaborate and unify creative education and intellectual properties, and 2) for the students to recognize the importance of the profit that results from their activities, giving them a strong motivation to achieve property rights. We targeted training the environment of students and challenging new businesses by producing innovative products with new technologies. Intellectual Property Student Advisory Office (IPSAO) is the centre of fostering human resources specializing in creativity, organizing invention contest, lecturing on intellectual property rights and filing the students’ patents. This paper reports the framework of our project in detail and the environment of the students’ exciting participation, which are performed at SNCT in 2011.

**Keywords:** Creativity education, Intellectual property, Intellectual Property Student Advisory Office, Invention contest, Lecture on patent

**Presenter:** Mosima Makola, Regional Academic Coordinator, University of South Africa (South Africa)

**Title:** “Graduateness” through Work Integrated Learning”

**Abstract:** The Work Integrated Learning (WIL) as a component of qualification to many courses in the institutions of high learning has been developed since then to incorporate work-based learning and Professional Practice to improve students’ qualities, employability and professional effectiveness during their placements. South Africa is experiencing skills shortages which place pressures on employers and pressures on recent graduates to assume significant professional responsibilities earlier in their careers. This is the outcry of the country. To better understand how work integrated learning program may support and accelerate the transition of recent graduates to professional practice; a pilot evaluative study was conducted. It involved semi-structured interviews with electrical engineering students and their
supervisors. This research paper identifies personal and professional attributes that students and their supervisors personally consider to be important for their learning experiences. It focuses on the access, participation and shared attributes in the economic field. It describes their perceptions of the effectiveness of work integrated learning placements, work-based learning, and traditional classes and courses in preparing future for employment. The paper outlines how students build on work integrated learning outcomes to further develop their capabilities so they can more quickly assume high levels of professional responsibility and work more independently as professionals. Skills Development programmes should provide funding to eligible students who require skills training/work integrated learning in order to improve students’ employability and professional effectiveness during their placements.

**Keywords:** Graduateness, participation, professional effectiveness, work integrated learning, skills development

**Presenter:** Annie Moletsane, Faculty Officer, Vaal University of Technology (South Africa)

**Title:** “The relevancy of Work Integrated Learning: A case of a University of Technology”

**Abstract:** Does Cooperative Education Department at the Vaal University of Technology (VUT) succeed in placing students for work integrated learning (WIL)? This question is pertinent because of the WIL-placement challenges that VUT faces in the context of dwindling employment opportunities in South Africa. Research indicates that approximately 300 000 formal jobs have being lost rather than being created this year alone. It seems this trend is not going to improve in the near future. South Africa is still faced with the scourge economic exclusion which affects mostly previously disadvantaged masses (Bruggemans, 2009, Naong, 2011:181). This is also confirmed by the country’s absorption rate of new recruits by the economy which has dwindle from to less than 4% from 64% in the last decade (Davies, 2001:32). In this context the aim of this paper is to present current trends of WIL in relation to employment statistics with the purpose of highlighting the severity of the matter and to come up with recommendations towards a solution.

The paper will make use of quantitative methods to illustrate trends in work integrated learning at VUT. In addition to this, national and regional statistical data will be used to establish employment trends. The findings from the quantitative data within the Cooperative Education Department will be shared which seems to indicate that students struggle to be place for WIL. These findings will also be reinforced by a digest of literature that illustrates that WIL needs to be revisited.

**Presenter:** James Okumbe, Senior Lecturer, Tshwane University of Technology (South Africa)

**Title:** “MECHANISMS TO LIMIT FINANCIAL RISKS CAUSED BY PRIME COSTS AND PROVISIONAL SUMS IN THE SOUTH AFRICAN CONSTRUCTION INDUSTRY”

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**Abstract:** The main objective of the research is to investigate, analyse and identify the shortcomings that exist within the current mechanisms to limit financial risks in the construction industry in order to develop a new method that can be used to eliminate construction cost overruns in South Africa caused during the adjustments of prime costs and provisional sums. The study will seek the views from a variety of construction professionals based on knowledge and experiences within their own organisations to develop new mechanisms that could be adopted to limit the persistent cost overruns. Registered and experienced construction consultants who have practised for over ten years which
include, architects, quantity surveyors, engineers, various construction professionals employed by Medium to Large Contractors, representatives from Municipal Councils and the Ministry of Public Works will be selected for the survey.

The research will adopt a combination of both qualitative and quantitative methods which will allow the use of a comprehensive literature review and questionnaire survey to gather both secondary and primary data. Simple descriptive statistical method will then be used to analyse data from the selected population.

The findings and results of the research will be used to develop new mechanisms aimed at limiting the financial risks and disputes caused during the adjustments of prime costs and provisional sums in South Africa. The research is aimed at adding more value to the industry if implemented by eliminating these persistent cost overruns which cannot be managed effectively by the existing mechanisms.

**Key words**: contracts, contractors, prime costs, provisional sums, construction, cost overruns, development, disputes, mechanisms, stakeholders, risks, sub-contractors.

**Presenter**: Pauline O’Loughlin, Program Manager, University of Technology, Sydney (Australia)

**Title**: “Engaged Learning: A case study of UTS Shopfront”

**Supporting Presenters**: Lisa Andersen, Community Engagement Coordinator, University of Technology, Sydney (Australia); Paul Ashton, Academic Director, UTS Shopfront

**Abstract**: This paper presents a case study of UTS Shopfront at the University of Technology, Sydney as a model of integrated community engagement.  

UTS Shopfront is a university-wide program that acts as a gateway for community access to the University. It links disadvantaged and under-resourced community groups to university skills, resources and professional expertise. Access to all seven UTS faculties facilitates interaction with educational services that community groups might not otherwise experience. This in turn allows projects and research to proceed through to completion with multiple benefits to all participants. From 1996 to 2011, Shopfront completed 600 projects, generated research earnings of $2.5 million, developed scholarly and accessible publications (including student and academic monograph series and a refereed journal, Gateways) and many partnerships.

UTS Shopfront’s vision is to maintain and further advance the principles of work-integrated learning through developing research, teaching and learning activities “in collaboration with community partners” based on a culture of equity, diversity, social responsibility and mutual respect. This paper will outline the key factors and dynamics involved in establishing and maintaining student and academic engagement with community partners.

**Keywords**: Community Engagement, Engaged Learning, community and tertiary partnership, UTS Shopfront

**Presenter**: Carol-joy Patrick, Coordinator Service Learning, Griffith University (Australia)

**Title**: “WIL Plus: How Service Learning adds value to the outcomes of work integrated learning”

**Abstract**: Service learning/community engaged learning has been growing in different parts of the world. Some countries such as North America have several decades of experience in students engaging in community projects as part of their learning. Others such as Australia have a relatively recent interest in this curriculum. In North America, service learning has been expressed both as extra-curricular, and also as an embedded curriculum. As an embedded curriculum model it has developed similarly, and across a similar timeframe to the Australian work integrated learning model. However, while the two models have some similarities, there are also distinct differences with additional advantages offered by service learning as a WIL curriculum option. This presentation will explore the key differences in the different WIL models often referred to as Cooperative Education and Work Integrated Learning and will especially explore the contributions that can be made to Coop and WIL through considering the
additional advantages to students’ academic learning, professional and personal development offered through using service learning/community engagement as the basis for learning.

**Keywords:** curriculum design, service learning, community engaged learning

**Presenter:** Denny Seiger, Member of the Faculty, FH Joanneum University of Applied Sciences (Austria)

**Title:** “Real-life Project Classes and Their Contribution to the Graduate’s Development of Relevant Generic Competences Demanded by the Labour Market”

**Abstract:** Knowledge is recognized as the driving force behind personal and occupational development. Recent debates are on the relationship between tertiary education and the labour market. The effectiveness of the former in preparing young people for the labour market is questioned. Thereby, it becomes crucial for tertiary education providers to incorporate a better orientation to the market. We propose an institutionalized process of competence assessment and competence based project work in which university stakeholders are active. First, we developed a competence assessment model which allows for the comparison of alumni and employer satisfaction with the level of generic competencies learned in university programs and those needed by employers. This model was empirically tested through a mixed method approach including focus groups and survey data in four Western Balkan countries. Findings suggest that universities should emphasize more on the delivery of selected generic competences (e.g. flexibility, relationship building, time management). Second, we present a good practice example on how to develop relevant competences in a real life project class which follows the typical phases of a professional consultancy assignment. Students have to solve real business issues for client companies. Working in teams they pitch for the job, manage the client communication, organize the work in the team, acquire the subject matter knowledge and collaborate with other teams. The course instructor acts as manager of the virtual consultancy company, coaches the students and is ultimately responsible for the successful conclusion of the project.

**Keywords:** Generic competences, competence assessment, real life project classes

**Presenter:** Heather Smigiel, Director of the Centre for University Teaching, Flinders University (Australia)

**Supporting Authors:** Ms. Helen Stephenson & Ms. Ceri MacLeod

**Title:** “Getting everyone Involved: Extending WIL across the University”

**Abstract:** The authors of this paper are based in a central academic development unit; The Centre for University Teaching at Flinders University. One of the roles of this unit is to promote and support Work Integrated Learning across the institution. This paper will outline the strategic approach we developed and implemented to ensure greatest impact across the university. The following steps will be outlined and the impact of each stage of action:

- Where are we now?
- Where do we want to be?
- How are we going to get there?
- Multiple approaches
- Encouraging ownership and participation
- Embedding in curriculum
- Both inward and outward focussed
- Evaluation

The first step required us to develop an understanding of what was currently being implemented in the various faculties and schools. An audit across the institution indicated that there was diverse practice at all stages of implementation. The preparation of students to undertake a WIL placement was nonexistent in some areas and well developed in others. Support provided for students while undertaking a placement was varied as was the time for reflection or making meaning of the learning gained through a WIL placement once back at the university. One action that we took as a result of these findings was to
prepare a pre-place on-line preparation program for use across all disciplines. This program was designed by a working group with representatives from across disciplines. It conveys key information on policy requirements and procedures including occupational health and safety. It also contains problem solving tasks and feedback as well as information on the contexts of organisations, professional attitudes and skills.

As part of the presentation the pre-place program will be showcased and feedback will be sort from participants.

**Presenter:** Calvin Smith, Senior Lecturer, Griffith University (Australia)

**Supporting Authors:** Ms. Sonia Ferns, Curtin University (Australia); Ms. Leoni Russell, Victoria University (Australia); Ms. Patricia Cretchley, Griffith University (Australia)

**Title:** “Development of employability capability during the degree: a cross-sectional cohort design to establish proxy longitudinal baseline data”

**Abstract:** The Australian Higher Education sector is undergoing significant change, with a shift from a regime of low-accountability and self-accreditation to a more regulated structure that focuses on outcomes and risk. In the outcomes focus, the tertiary sector is progressing towards a more standards-based regime, with attention being paid to the way that standards of student achievement are demonstrated and “normed” through a process of “consensus moderation”.

In parallel with these shifts, stakeholders such as government, industry and even graduates, are putting pressure on educational institutions to build employability capabilities into the curriculum, and to develop and use more robust measures of the development and achievement of such capabilities, as a mechanism for ensuring employability of graduates and enhancing the knowledge capital and subsequently the economic growth of Australia.

To address this demand, universities and vocational education and training (VET) organisations are establishing strategies to ensure the student experience incorporates authentic learning and assessment. Work-integrated learning (WIL) is at the heart of many of these strategies. However, relatively little quantitative, comparative and nationally generalizable evidence exists to quantify the impact of WIL on the employability of graduates.

This paper reports on some preliminary work from a project, funded by Federal Office of Learning and Teaching, that has an overarching aim to determine the impact of WIL on the employability of graduates. Preliminary results from a cross-sectional study of year cohorts will be reported and discussed to show the operationalization and validation of measures of employability and work-integrated learning dimensions.

**Keywords:** Work-integrated learning (WIL), Employability, Measurement of impact of WIL, WIL - conceptualization and measurement, Employability - conceptualization and measurement

**Presenter:** Alkan Soysal, Assistant Professor, Bahcesehir University (Turkey)

**Title:** “A case study of a successful COOP partnership between Bahcesehir University and Turkcell”

**Abstract:** As the Electrical and Electronics Engineering Department in Bahcesehir University, we developed a successful COOP partnership with Turkcell, which is the leading cellular service provider in Turkey. This partnership started with Turkcell branded course, Turkcell Mobile Communications and Technology, which was first offered in Spring 2010. As part of this course, we co-authored a course book together with Turkcell instructors. Some chapters of this book were authored by the instructors at Bahcesehir University and some chapters were authored by the instructors at Turkcell Akademi. One of the two graduate students who worked on this book was offered a job position at Turkcell, and she has been working for them for more than a year.

Turkcell branded course has been offered for three times. After the second time this course is offered in Spring 2011, two of our undergraduate students were selected by Turkcell for their COOP program. They
spend the whole summer in Turkcell and they will possibly continue as part-time employees through their senior year at school.

Of the several instructors from Turkcell who taught part of this course, two of them were accepted for Ph.D. studies in Bahcesehir University. In spring 2012, they teach undergraduate level Turkcell branded course, while at the same time they take graduate level courses from Electrical and Electronics Engineering.

In summary, one regular COOP agreement with Turkcell flourished in many different collaborations, which definitely shows the success of this COOP partnership.

**Presenter:** James Stellar, Provost/VP, Academic Affairs, Queens College, CUNY (U.S.)

**Supporting Presenter:** Yasemin Jones, Special Assistant to the Provost, Queens College, CUNY (U.S.)

**Title:** “Building Experiential Education Capacity for an Urban, Public College: Approaches for Engaging Faculty and Enhancing Experiential Education into the Curriculum”

**Abstract:** Queens College located in Flushing NY (enrollment 20,000) was established in 1937 to offer a strong liberal arts education to students from working class families. While our current students come from similar middle class backgrounds, they also hail from 150 different countries and speak 66 different languages. Another outstanding feature of the college is its relatively low tuition rate of $5,000 with a relatively high graduation rate of over 50%. Queens is also currently ranked (by the Education Trust) nation-wide as 5th out of nearly 1,200 colleges in affordability, access, and success.

In this presentation, we will share the ways in which such a diverse and affordable public institution as Queens College is creating an infrastructure for experiential education. Building towards such capacity is through the creation and management of shared projects engaging faculty and administrators for furthering: undergraduate research, international education, work-based learning, and service-learning. Through the establishment of an Experiential Education Council, directors and faculty from the mentioned areas join together to organize and develop initiatives to build to scale an experiential presence within the curriculum and on campus. We will discuss the formation of the Council, its goals and objectives, and samples of curricular projects. We will also discuss challenges particular to building such a structure within a college culture where it had not existed previously.

**Presenter:** Yasushi Tanaka, Professor, Faculty of Economics, Kyoto Sangyo University (Japan)

**Title:** “Evaluating the Effectiveness of Career-oriented Education at Work --- An analysis based on questionnaires to alumni ---”

**Abstract:** In 2011, with the government fund granted to Kyoto Sangyo University (KSU) for employability project, we sent out by post questionnaires to 10,383 alumni who graduated in March of 2006, 2007, 2008, and 2009. These alumni mostly in their 20â€™s with up to 5 years of working experience were asked about their thoughts on earlier student life, present employment situation, and the relevance of soft skills they acquired at university to the present employment. 1353 alumni replied to our questionnaires. The present paper merged this data with the data previously collected on the GPA academic performance of those alumni, to analyse statistically the effectiveness of WIL on the alumni’s employment performance. The statistical analysis is performed on 1022 samples of graduates from 2007, 2008, and 2009, with their attributes in mind such as gender, faculty, GPA’s, as well as career-oriented course attendance, including WIL courses.

A similar line of investigation on the effectiveness of career-oriented courses have been performed in Matsutaka, Tanaka, and Churton (2010) and Tanaka (2012) using the data from KSU students questionnaires upon graduation. The present paper, however, extends the investigation into several years of employment, where the outcome is expected to be more apparent.

The paper attempts to show the kind of questions that were asked, how they were responded, and what conclusion we can draw, in order to apply this type of investigation in other institutions.
**Keywords**: Effectiveness of Career-oriented Education, Alumni questionnaires, Data analysis

**Presenter**: Franziska Trede, Deputy Director, The Education for Practice Institute, Charles Sturt University (Australia)

**Title**: “Professionalism in the 21st century: The role of critical pedagogy”

**Abstract**: Professionalism is a term frequently used but with different meanings and intentions. It can be understood as a rule-based and measurable entity when associated with accountability, adhering to codes of conduct and following policy procedures, which implies that professionalism is masterable and teachable. Professionalism can also be understood as a phenomenon that enhances ethical practice, responsibility, critical practice values, integrity, respect for others, and lifelong learning. This perspective accepts that professionalism cannot be taught through textbooks, but needs to be learned through active and critical engagement of self with others in authentic practice settings. This active engagement includes reflecting on practices observed and professional decision making in practice. This critical pedagogy approach to learning professionalism promises to enable students to develop their sense of professionalism.

This paper draws on a critical social discourse study that explored how professionalism was experienced, understood, and talked about amongst focus groups of lecturers, first and final year students in two different professional entry courses. Findings from this study imply that professionalism was learnt through observations in classrooms as well as in workplace settings. The study highlighted that the way professionalism was talked about influenced the way professionalism was understood and experienced. The key to engaging and understanding professionalism for students and lecturers was to critically discuss and reflect collectively on its scope and meaning. Implications and recommendations for curriculum design and pedagogy will be discussed to enhance professionalism as a capability to prepare students for future practice within an increasing global and diverse workforce.

**Keywords**: Professionalism, Critical pedagogy, Professional practice, Future practice, Ethical practice

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**Presenter**: Adam Usher, Lecturer, Victoria University

**Title**: “Measuring Work Integrated Learning: The development of the Meta-competency Test”

**Abstract**: The practice of work integrated learning (WIL) is rightly viewed as being important in the development of career ready students with identifiable graduate capabilities. Important also is its role in achieving the high level national and international goals pertaining to positive social equity and economic outcomes by developing people across all socio-economic and cultural backgrounds as lifelong learners. The extent to which WIL programs contribute to the achievement of these goals, however, remains difficult to quantify due to two major factors. The first factor is the difficulty associated with defining WIL and in identifying its learning value and form. The prevailing literature and practice in the WIL field highlights this as it characterizes WIL as structural outputs or procedural steps; it accepts WIL as an ideal type as opposed to providing a defining characterization of a specific learning form. This factor has created difficulties for universities in building and implementing quality assurance structures and professional learning programs across diverse disciplines. The second factor, which stems directly from the first, is the associated difficulty with measuring and comparing the contribution of WIL to the development of generic graduate capabilities with that from non-WIL contexts. To achieve a common recognition of WIL as a learning form and the ability to measure it, this paper will propose the development not of a definition of WIL but rather of a meta-competency test for WIL and suggest the use of the Effective Lifelong Learning Inventory tool to measure its impact on students as lifelong learners.

**Keywords**: Work Integrated Learning, Professional Learning, Lifelong learning, Meta-competency

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**Presenter**: Pieter Van Brakel, Professor, Cape Peninsula University of Technology (South Africa)
Title: “Importance of student exposure to the information and knowledge sharing processes during work-integrated learning, with special reference to corporate social media”

Abstract: Technologies that knowledge workers currently use for capturing and sharing enterprise-based information and knowledge can be categorized into channels (for example e-mail or instant messaging), platforms (such as intranets, corporate websites) and systems (information portals or databases). These technologies are purchased, maintained and utilised by an enterprise to ensure that work-related decisions made are based upon relevant and timely information and knowledge. However, a domain in this area which is currently receiving much attention in industry in general refers to the sharing and capturing of specifically tacit knowledge. The latter is an enterprise’s corporate knowledge base consisting of the experience and best practices of its knowledge workers. In the past knowledge management systems have put forward efforts to extract tacit knowledge, best practices and relevant experience from their knowledge workers, then avail the results via widely available and mainly web-based databases.

Experience has indicated that such “formal” efforts were not successful, mainly because of the overwhelming number of systems an employee has to consult; they were not designed to easily retrieve high-precision search results, and had in general an impact on their productivity. Currently the area of so-called enterprise or corporate social media (such as Facebook, LinkedIn, wikis and blogs to name but a few) is being researched as a more effective approach to sharing inter alia, tacit knowledge.

From a work-integrated learning (WIL) departure point, critical questions can be asked about the student’s exposure to 1) the systems in place in a particular enterprise to capture and share its tacit knowledge; 2) the systems in place to capture and share corporate-based explicit knowledge; 3) learning opportunities that WIL students received to take part in the sharing processes of tacit and explicit knowledge; and 4) if exposed to these systems, how does the student’s experience reflect in the e-portfolio submitted after the WIL period? This paper will report on the empirical findings of a research project within small and medium enterprises in Cape Town, South Africa.

Keywords: Knowledge sharing, Tacit knowledge, Corporate social media, Work-integrated learning, SMEs

Presenter: Nancy Waite, Associate Director, School of Pharmacy, University of Waterloo (Canada)
Supporting Authors: Anson Tang, Assistant Director, Pharmacy Experiential Learning; Eric Schneider, Associate Professor, Pharmacy; Rick Roach, Deputy Director, Co-operative Education; Rocco Fondacaro, Director of Student and Faculty Relations, Co-operative Education; Peggy Jarvie, Director, Co-operative Education; Heather Chase, Primary Care Pharmacist, Guelph, ON

Title: “Lessons Learned from Starting a Cooperative Education Health Care Program in an Economically and Professionally Challenging Environment”

Abstract: Cooperative Education (co-op) has moved slowly into North American health care, and particularly pharmacy, academic programming. In 2008, a new Canadian School of Pharmacy at the University of Waterloo, the world’s largest co-op university program, made the ambitious decision to use co-op as their primary experiential model. Ambitious as there was/were: 1) a deficit of student pharmacy sites in the province, 2) an existing reimbursement model that was contrary to co-op (sites were paid to train students), 3) no teaching hospitals in the immediate area, 4) an established interview process that would not work for the off-campus School, 5) professional accreditation standards that used traditional experiential models and measures, and 6) limited resources as a new School to engage the necessary employers. In addition, the economic downturn and provincial health care reform had negatively impacted the outlook for pharmacy. This presentation will discuss how these challenges were turned into opportunities by an initial and continuing marketing strategy that capitalizes on meeting employers’ project and professional needs. Four year success will be demonstrated by employment rates (1.2 jobs/student/workterm with a 100% hiring rate of 480 students/yr), continued expansion
numbers (currently over 1200 employers), student learning data (professional outcomes student-tracked and employer-verified), student feedback and post-grad employment rates. Lessons learned will be reviewed with extension to other professional programs and our community service-learning agency placement experience. This talk will demonstrate that even in economically and professionally challenging environments, co-op can be a successful and viable experiential model.

**Keywords**: health care, challenges, pharmacy, economics, outcomes

**Presenter**: Marie Westerlind, PhD Student, University West (Sweden)

**Supporting Presenter**: Thomas Winman, Lecturer, University West (Sweden)

**Supporting Author**: Thomas Winman, Lecturer, University West (Sweden)

**Title**: “Knowing Practice”

**Abstract**: In Europe, issues of integration have been more extensively discussed during the last decades. Integration work is conjoined with exceedingly complex situations that challenge staff in their work. Even though there are a lot of studies about integration and integration policies, we still do not know how knowledge is developed and what will be seen as professional knowledge for staff working with integration. This presentation focuses what can be considered as professional knowledge and how knowledge is developed by coaches working with newly arrived immigrants in a societal integration activity called civic orientation.

Based on 115 hours of observations and ten interviews, we have analyzed coaches in their work with civic orientation with newly arrived refugees. A starting point for our study is that coaches are faced with various situations that presuppose knowledge to handle unpredictable situations. As the coaches are accountable for the result of their integration work they need to handle tensions between institutional/governmental goals and experiences and interests among the immigrants, which presumes comprehensive knowledge. According to our result, coaches use dialogue as a pedagogical method to encourage a “community of practice”, where everybody are engaged. In such practice, coaches consciously uses the participants own experience to contextualize and re-contextualize situations to make norms, values and intentions intelligible. In all, our study shows that such extensive amount of knowledge among coaches is poorly supported by formal education. Instead learning is a consequence of their participation in joint “generative social practice” where individual experiences become collective knowledge.

**Keywords**: professional knowledge, integration work, learning, knowledge development
**Presenter:** Suniti Bandaranaike, Professional Placement Coordinator, James Cook University (Australia)

**Title:** “Partnering Overseas Countries for Work Experience”

**Poster Submission:** Several institutions in the Asia-Pacific region were identified as potential work experience partners for students at James Cook University, Australia. The organisations varied from government departments, private companies, NGOs, universities to individuals. Face to face discussions were had regarding project details, student management, visa requirements and risk assessment. The poster identifies these countries and Suva [Fiji] is selected as a case study.

**Keywords:** Overseas Placements, Work Integrated Learning, Partnerships

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**Presenter:** Jenni Boys, Coop Manager and Senior Lecturer, Faculty of Business and Law, AUT University (New Zealand)

**Supporting Presenter:** Kate Coleman, Coop Manager and Senior Lecturer, Faculty of Business and Law, AUT University (New Zealand)

**Title:** “Measuring the Unteachable: Achieving and Measuring Programme Learning Goals in a Capstone Co-operative Education Paper”

**Poster Submission:** Globally there are numerous forces formalising academic quality including the use of accreditation standards such as AACSB. Capstone papers can be one of the vehicles where students can demonstrate achievement of programme learning goals in an undergraduate business degree. This poster will give a brief outline of Programme Learning Goals, how they are measured in a Co-operative Education paper, issues arising and lessons learnt.

**Keywords:** Capstone, Assurance of Learning, Learning Goals

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**Presenter:** Seda Ercan, Lecturer, Bahcesehir University (Turkey)

**Supporting Presenter:** M. Oktay Alniak, Prof. Dr., Bahcesehir University

**Title:** “COMPOSITE HYDROGEN TUBE PRODUCTION PROJECT AS AN EXAMPLE OF WORK INTEGRATED EDUCATION”

**Supporting Authors:** Äetin Karakaya, Dr., Ticaret University; Aylin Ä elik Turan, Research Assistant, Bahcesehir University (Turkey)

**Abstract:** Energy issues in the world are getting more important day by day. Many researches take place in order to find solutions for the mentioned problems. The world is surrounded by the oceans. Three quarters of the world is covered with water. The more water means the more hydrogen. A world of oceans is equal to that amount of hydrogen energy. Hydrogen energy is the secondary source of energy. The hydrogen procurement from the Black Sea, nearly 75 billion m3 of H2S reserve can be considered as an outstanding energy source for the Black Sea and the regional countries. Moreover, hydrogen is a gas which evaporates rapidly, is difficult to conserve, requires high pressure to make it liquid, and is not easy to use. That is why the storage issues of hydrogen should meet a solution. For this matter, a doctorate student of mine and I have started a project at Bahcesehir University. We have produced high-tech composite hydrogen tubes. We have fulfilled the required experiments. We have produced aluminum coated carbon fiber rounded composites having strength of 1000 atm. pressure and hydrogen tubes enduring high pressure. In this study, hydrogen energy, production of high technology composite hydrogen tubes, storage of hydrogen, places of use, and their development in terms of a university-industry cooperative project are discussed. As a last step, it is planned to start producing these tubes in large amounts with university and industry cooperation. In addition a worldwide market is being sought. This paper explains the achievement of a student and an instructor. This study is an outstanding example of an invention. The study itself fits the spirit of WACE since it is the result of work integrated education. This is not only a paper but also a story of a huge success.

**Keywords:** Hydrogen Tube Production, Composite Material, High Pressure Vessels, University-Industry Cooperation, Utilization of Hydrogen As Fuel
**Presenter:** Frederick Francis, Coordinator, Concordia University (Canada)

**Poster Submission:** The Institute for Cooperative Education in conjunction with the Faculty of Engineering & Computer Science offers an opportunity for graduate Masters students to earn academic credit (9 credits of 45 credit program) for a work term, as part of the "Industrial Experience Program" (INEX). The graduate student’s work term is directly related to their graduate program.

**Keywords:** Industrial Experience, graduate M.Eng students, Academic Credit, Work Terms

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**Presenter:** Annie Moletsane, Faculty Officer, Vaal University of Technology (South Africa)

**Supporting Presenter:** Priscilla Manzini, In-service Training, Vaal University of Technology (South Africa)

**Title:** The practice of Work Integrated Learning at the Vaal University of Technology (VUT) South Africa

**Poster Submission:** Work Integrated Learning (WIL) is an important and crucial component of the learning programme at Universities of Technology (UoT’s) in South Africa. There are numerous studies on the theory and policy of Work Integrated Learning at government and institutional level particularly with reference to Universities of Technology as Work Integrated Learning is their defining feature. This feature is one that differentiates Universities of Technology from traditional Universities in South Africa. However, there is not much written on the practice and experiences of practitioners dealing with Work Integrated Learning that documents the dynamics and challenges encountered on the field. Therefore the purpose of this study is to explore the practice of Work Integrated Learning from the perspective of practitioners at the Vaal University of Technology (VUT) South Africa. This study will consist of a literature survey that will establish the status of Work Integrated Learning in South African Higher Education and qualitative component that seeks to explore the practitioner’s experiences with Work-Integrated Learning practice. An expected outcome of this study is to inform the practice of Work Integrated Learning and contribute to current debates on the subject.

**Keywords:** The practice of Work Integrated Learning

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**Presenter:** Pieter Van Brakel, Professor, Cape Peninsula University of Technology (South Africa)

**Supporting Presenter:** Aneen Koch, Dr, Cape Peninsula University of Technology Cape Town (South Africa)

**Supporting Author:** Aneen Koch, DR, Cape Peninsula University of Technology Cape Town (South Africa)

**Title:** “A theoretical model for sharing tacit and explicit knowledge in a work-integrated learning environment”

**Poster Presentation:** Work-integrated teaching and learning represents an environment where large quantities of related tacit and explicit knowledge are being generated. These originated from within three prominent domains: faculty, industry and student. If the two broad categories of knowledge (tacit, explicit) are brought into the equation, a total of six sub-domains exist in which useable knowledge is being generated. This poster identifies the six sub-domains and is an effort to identify the complexity of the problem in creating, sharing, storing and retrieving both types of knowledge within the three main WIL domains.

**Keywords:** Tacit knowledge, Explicit knowledge

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**Presenter:** Nancy Waite, Associate Director, School of Pharmacy, University of Waterloo (Canada)

**Supporting Presenter:** Eric Schneider, Associate Professor, School of Pharmacy, University of Waterloo (Canada)

**Supporting Authors:** Anson Tang, Assistant Director, School of Pharmacy, University of Waterloo (Canada); Barb Farrell, Assistant Professor, Department of Family Medicine, University of Ottawa (Canada)

**Title:** “Tracking Student Professional Outcome Achievement while on Co-op”

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Poster Submission: Program evaluation has increased expectations that student success be measured against educational outcomes. Student assessment, including student-completed, employer-verified outcome tracking, workterm-concomitant courses and employer/student overall evaluations, was integrated into a new pharmacy co-op program. This poster will discuss the assessment methods and student results from several years’ data.

Presenter: Christine Yap, Lecturer, The University of Newcastle (Australia)
Title: “Designing a work integrated learning course for Business students: A project-based approach”
Abstract: Work integrated learning is now a key component of many undergraduate degrees. It has developed in response to demands by employers for work-ready graduates, and demands by students for the opportunity to be exposed to the challenge of ‘real business’ situations. This presents business educators with a challenge. How can we allow the students to be exposed to the world of business outside the university while retaining control of the learning experience and outcomes? A project-based approach to workplace learning is one way of meeting this challenge - it retains its academic emphasis, while exposing students to workplace environments and interactions.
This paper describes the design of a course, Project in Business, giving final year students the opportunity to complete curriculum aligned work integrated learning projects as an integral part of their academic program. The course is project-based in the belief that the best placements occur when students have something specific to do. Within a guided research project, students identify an organisational problem, explore relevant literature, develop appropriate solutions and construct a final report. The projects, relevant to students’ discipline majors, are supplied by the local business community. Completing a project alongside professionals, students have the opportunity to gain industry experience and insight, apply the theory of their discipline to practice and develop the high level generic skills valued by the business community.
Keywords: Work integrated learning, Workplace projects, Business students

REFEREED PAPERS

Presenter: Zakaria Abas, Research Fellow, Universiti Utara Malaysia (Malaysia)
Supporting Presenter: Dr. Angelina Yee Seow Voon, Nottingham University (Malaysia);
Supporting Author: Dr. Chong Aik Lee, UCSI University Malaysia (Malaysia)

Title: “University-Industry Collaborations: Comparative Strategic Collaborative Management Practices”

Abstract: The global structural transformation is changing the conditions that govern the work of universities in various ways and giving rise to new challenges. Besides the afore-mentioned, research funding directly available to universities has gradually declined and there is thus a greater need for external funding, placing more focus on research environment and greater emphasis on the importance of scientific excellence (VINNOVA, 2006). Collaboration with industry for research funding, ideas generation and R&D commercialisation is most sought after. This study identifies and compares the various models, best practices and framework implemented.

Presenter: Suniti Bandaranaike, Placement Co-ordinator, SEES, James Cook University (Australia)
Supporting Presenter: Ms. Catherine Snelling, The University of Adelaide (Australia)
Supporting Authors: Ms. Catherine Snelling, The University of Adelaide (Australia); Ms. Sophia Karanicolas, The University of Adelaide (Australia); Dr. John Willison, The University of Adelaide (Australia)

Title: “OPENING MINDS (AND MOUTHS) WIDER: ADAPTING A WORK SKILLS DEVELOPMENT FRAMEWORK FOR THE ASSESSMENT OF ORAL HEALTH STUDENTS DURING CLINICAL PLACEMENT”

Abstract: Critical reflection provides a bridge between university and the workplace, and in ultimately preparing work ready graduates [Patrick et al, 2008]. Reflective practice is known to be widely used in work integrated learning [WIL] via journals, written and oral assessments. This paper highlights the use of reflective practice and the use of feedback through the application of a framework based on employability facets and levels of student autonomy in work experience. The Work Skills Development Framework [WSD] monitors and assesses the proactive participation of students during their placement using different work skill facets and levels of autonomy in the workplace [Bandaranaike & Willison, 2009].

This paper presents the adaptation of the WSD to the Bachelor of Oral Health [BOH] at the University of Adelaide. The BOH is a 3-year undergraduate program, where students spend between 40-60% of their contact time undertaking clinical placements. Assessment of specific, psychomotor skills has been the traditional focus of clinical placements in most health science courses - however, this approach has its limitations. The value of a more holistic approach, based on reflective practice, is well documented (Epstein et al, 2008: Tsang and Walsh, 2010; Chambers, 2009). Consequently, the WSD has been used to scaffold an assessment rubric that measures the more holistic aspects of developing the professional abilities required by all health professionals.

This expanded approach to assessing BOH students during clinical placements will be implemented in 2012, and ongoing evaluation is planned to measure its effectiveness in developing reflective, highly skilled oral health practitioners.

References

**Keywords:** work skills development, oral health, reflective practice, evaluation, work integrated learning

**Presenter:** Zelma Bone, Lecturer in Management, Charles Sturt University (Australia)

**Title:** “Making it Work for Business: Compulsory work placement in undergraduate Business programs”

**Abstract:** The focus of this paper is the incorporation of practice-based subjects, with work placement as core, within undergraduate Business programs. The majority of Business programs in Australian universities encourage students to undertake work placement and internships as part of their course of study but few, if any, have these subjects as compulsory parts of the curriculum. This is contrary to research that found structured work experience during a degree program had a highly positive influence on employability (Mason et al 2003). Business employers have long recommended work placements to ensure graduates are job ready (B-HERT 2002, Cooper 2005). Bines and Watson (1992) identified three models of workplace learning or practice education: the apprenticeship, the technocratic and the epostrad. Preliminary research by the author indicates that Business programs in Australia appear to be ‘stuck’ in the apprenticeship or technocratic models. This paper explores the development of three work placement subjects, which situate the student's learning and socialisation in their practice communities, as compulsory subjects within the Business curriculum at Charles Sturt University. The aim was to design subjects which largely reflect the post-technocratic ideals of developing through practice and reflection on practice. The filters and hurdles are identified as well of acknowledgement of the facilitators in getting these subjects to this stage of a curriculum renewal.

**Keywords:** work placements, Business degrees, compulsory, graduate employability

**Presenter:** Dr. Josephine M. Brady, Lecturer, Australian Catholic University (Australia)

**Supporting Presenters:** Carolyn Broadbent, Associate Professor, Australian Catholic University (Australia); Ms. Sandra Darley, St Mary MacKillop College (Australia); Michael Lee, St. Mary MacKillop College (Australia)

**Title:** “The ‘Down South Program’ – Mutualism in university school partnerships”

**Abstract:** The presentation draws upon the evaluation of a university school partnership in the provision of secondary pre-service teacher education through a mentor program and the development of community of practice by embedding the course within a secondary college. Effective professional preparation requires a partnership between the university, employing bodies, schools, and the pre-service teachers. Such a partnership was initiated in 2005 with the Graduate Diploma in Education (Secondary) between the Australian Catholic University (ACU), Canberra, the Catholic Education Office (Canberra Goulburn), and Catholic schools. Secondary pre-service teachers were inducted into units of curriculum specialization by university academics and leading teachers (mentors) from the schools in Canberra. In 2011 the program at ACU was further enhanced by embedding the course in St Mary MacKillop College. In the traditional model of pre-service education, few opportunities existed to experience the realistic on-site experience while attending university lectures. The presentation will examine the significance of mutualism in this university and school partnership. The paper will present current research evaluating the success of the program in addressing the nexus between theory and practice and the practical outcomes for pre-service students in the application of pedagogical content knowledge in real life classroom practice. Consideration will be given of the initiative from the school perspective and highlight the need for university-school connections, as well as and the practical implications of embedding a university course within a workplace setting. The partnership provides a mutualistic relationship, which as it evolves, provides significant benefits to all participants.
Keywords: university school partnerships, community of practice, Mutualism

Presenter: Bonnie Dean, PhD Candidate, School of Management and Marketing, Faculty of Commerce, University of Wollongong (Australia)

Supporting Authors: Dr Chris Sykes, Senior Lecturer, University of Wollongong (Australia) & Dr Jan Turbill, Senior Fellow, University of Wollongong (Australia)

Title: “‘So, what did you do?’ A performative, practice-based approach to examining informal learning in WIL”

Abstract: A growing body of research in work-integrated learning (WIL) demonstrates the importance of including industry experience to prepare students for the transition from higher education to the workforce and to develop their professionally relevant skills. The focus of much of this research is on individual formal learning that is said to occur in WIL transition programs. What is less visible however, and often over looked, is the informal learning of students whilst on placement. In this paper, we argue that such omissions are suggestive of the incommensurability of the standard paradigm of learning (Dohn, 2011). The standard paradigm limits informal learning by privileging individual, cognitive processes of recall and “experience is cast as static and sedimented, separated from knowledge making processes” (Fenwick, 2009:235). Drawing on a relational ontology emphasising that “everything that is has no existence apart from its relation to other things” (Langley & Tsoukas, 2010:3) and using a performative practice-based approach, this paper demonstrates the utility of examining enacted and embodied knowledge (or knowing) in order to better understand informal learning (Gherardi, 2006). An ethnographic study is presented of three commerce interns on WIL placement. Using data from observation, interviews and collection of artifacts we draw attention to the under-acknowledged, embodied and socio-material dimensions of student informal learning in WIL. The article concludes with some considerations as to how a practice-based, socio-material approach to WIL can assist in advancing research of learning in WIL.

References

Presenter: Nombeko Dwesini, Senior Coordinator, Walter Sisulu University (South Africa)

Supporting Presenter: Mr. Mzolisi Payi, Director: Centre for Community & International Partnerships Walter Sisulu University (South Africa)

Title: “Views of Employers Regarding Quality of Graduates from the Faculty of Science, Engineering and Technology at Walter Sisulu University”

Abstract: The core functions of Walter Sisulu University (WSU) are teaching and learning, research and community engagement. WSU needs to produce appropriately-qualified graduates that will meet the needs of employers and those of the society. This paper will report on a study that sought employers’ views on the quality of WSU graduates from the Faculty of Science, Engineering and Technology (FSET). The study aimed to establish the extent of employer satisfaction and dissatisfaction with the skills of WSU graduates entering the labour market. It also enabled employers to assess the content and relevance of the course offerings completed by the students of the FSET at WSU. The final objective is to use the outcomes of the study as input for the (further) development and improvement of the
Participants were selected from a database of employers who had previously hosted WSU students for WIL purposes. The questionnaire used to collect data was first piloted and then distributed to employers of WSU Engineering and Technology students. Care was taken to have all categories of employers represented in the sample. In terms of the overall job performance 73.6% of respondents rated WSU graduates as good or better than good; good(39.1), very good(28.2) or excellent (6.3). Only within the Civil Engineering category were there significant responses indicating unsatisfactory performance.

**Presenter:** Jay Hays, Academic Programs, Swinburne University of Technology (Australia)

**Supporting Presenter:** Mike Clements, Professor of Industry Engaged Learning, Swinburne Institute of Technology (Australia)

**Title:** “Transition: Bridging the Gap between Study and Work”

**Abstract:** The transition period between university study and the graduate’s first professional employment and its associated learning is an important and neglected area of attention for educators as well as those concerned with professional and organisational development in employing organisations. This paper contrasts the learning that takes place in either setting, and speculates impacts on and reactions of the student-come-employee as he or she confronts the different learning environment. The learner’s experience during transition has significant implications for all parties concerned. For the student, these include adjustment or acculturation to the new organisation, lifelong learning, and career advancement. Implications for the organisation include learning-curve times upon hiring, retention, and employee motivation, performance, and potential. The university stands to gain or deepen relationships with individuals as they progress in their careers, and with organisations as they come to be perceived as having relevant and important roles to play in individual professional and organisational development.

This paper argues that university involvement at this transition stage is critical and can lead to a range of positive outcomes, not least of which is the opportunity to continue to influence “student” growth and development long after graduation. While some may dispute that such continuing education exceeds the university’s charter or resources, goodwill and relational capital fostered is certainly of value. Importantly, the paper outlines the respective responsibilities of students, university representatives, and organisational members in ensuring the smooth transition from university study to full-time professional employment and enriching the learning that may occur during that period.

**Keywords:** Transition, Gap, Curriculum, Workplace Learning, Student Experience

**Presenter:** Mike Clements, Professor of Industry Engaged Learning, Swinburne Institute of Technology (Australia)

**Supporting Presenter:** Jay Hays, Academic Programs, Swinburne University of Technology (Australia)

**Supporting Author:** Mary Appleby (3rd author), Manager Business Services Swinburne Institute of Technology (Australia)

**Title:** “Embedding Industry Engaged Learning Across the University”

**Abstract:** This paper is a follow-on to a paper presented at the 17th World Conference on Cooperative & Work-Integrated Education in Philadelphia, Pennsylvania, USA, in June 2011. In that paper, “Institution-Wide Focus for Structured Industry Engaged Learning,” the authors outlined one Australian university’s approach to achieving its strategic objective to have Industry Engaged Learning (the university’s encompassing title for cooperative and work-integrated learning programs) a part of every undergraduate degree. The core of that paper was a four-year plan for institutional change. Having a long if narrow tradition of learning through engagement in industry and the community, IEL was introduced in late-2010 / early-2011 to broaden the range of Industry Engaged Learning programs available and ensure access to greater numbers of students, and to formalise and enrich the learning.
such experiences permit. This subsequent paper reports on institutional progress in achieving the university’s strategic aim, discusses new directions, and provides implementation particulars and explores lessons learnt during the year.

An important contribution of the paper is its coverage of the three dimensions of Industry Engaged Learning with respect to embedding it university-wide and throughout the curriculum: depth, breadth, and reach. A typology of IEL types at the institution is provided, along with a discussion of their diverse features and merits. A conceptual tool, the IEL Continuum, and the role it played in qualifying and distinguishing IEL units and activities programs is presented, as are criteria for assessing their educative quality. Theoretical foundations of IEL, often overlooked in program design and revision, are broached. Further, background on a “depth matrix” is presented that facilitates enhancing the learning from IEL units, activities, and other experience. This is a wide-ranging paper of relevance to both researchers and practitioners.

**Keywords:** Curriculum, Institutional Change, Theory, Learning Enhancement

**Presenter:** Mr. Frederic SAUVAGE, Director, FORMASUP (France)

**Supporting Presenters:** Ms. Nathalie Leroy, Quality and Mobility Responsible, FORMASUP (France); Mr. Francis Guilbert, University of Lille 1 (France)

**Title:** “Work Integrated Learning in French Higher Education: Towards New Logics of Use? The Case of Innovation Support in SMEs”

**Abstract:** Today, companies are due to innovate, both in their products and services. This paper aims to question to what extent WIL in higher education can be a vehicle for innovation in SMEs. It is based on implementation experience in the North of France to place apprentice engineers in small businesses to promote and support innovation. The company engaged in WIL, has with the apprentice, beyond the transmission of knowledge and skills, a real lever for innovation and potential of creativity. WIL, with the company, research and training centers, is a fulcrum to support the innovation effort. In what conditions? This paper shows that a suitable tutoring, emphasizing on knowledge acquisition, on the development of an entrepreneurial culture and setting a network opened to the technology transfer, favor the innovative process. Innovation in WIL, it’s the training center which allows the apprentice to transfer his academic knowledge in research and assist the company in its development, by providing trainings in line with the needs of the economical world. On the opposite, research laboratories, universities or schools, are based on the trainees to develop research workshops: that is the second meaning of WIL, research and intrapreneurial development basis. The educational exercise, as part of a constructivist pedagogy, helps to develop an entrepreneurial culture among young people. The construction of knowledge is essential in this dynamic: skills and knowledge, problem solving, research and right use of several tools in complex environments. The inductive pedagogy, problem based learning and proofreading experience, promote the entrepreneurial culture.

**Keywords:** work based learning, collaborative innovation, inductive pedagogy, dual system, mentoring

**Presenter:** Ratna Lindawati Lubis, Core Faculty, Institut Manajemen Telkom (IM TELKOM) (Indonesia)

**Title:** “WORK-INTEGRATED EDUCATION: HOW STUDENTS’ ENTREPRENEURIAL TEAM CAN CAPITALIZE ON CONFLICT”

**Abstract:** This paper builds on previous study undertaken by the author, a discussion paper presented at the following events: (1) The 5th Asia-Pacific Cooperative Education Conference 2004, Auckland, New Zealand; (2) The World Association for Cooperative Education (WACE) Asia-Pacific Conference 2006, Shanghai, China; (3) International Conference on Work Integrated Learning 2010, Hong Kong SAR, China; (4) 17th World Conference on Cooperative & Work-Integrated Education 2011, Philadelphia, USA.

The present work is a continued action-research effort by the author to support the claims relating to the students’ benefit from work-integrated education, through the formation of entrepreneurial team.
As organizations now rely heavily on teams and teamwork to conduct much of their business; the purpose of this paper is to examine the students’ perceptions on how students realize the potential inherent in conflict and capitalize on it. Thirty-six students’ entrepreneurial team from entrepreneurship course participated in this study during academic year of 2011/12, using a self-completion questionnaire.

The findings, by and large, indicate that the burgeoning diversity of team members, which increases the likelihood of divergent perspectives, is simultaneously a strength and a challenge. This paper is also aimed to illustrate how the students’ entrepreneurial team turn conflict into an effective work-integrated education process. The paper continues with propositions that can lead to further research in this relatively unexplored field.

Keywords: action-research, work-integrated education, entrepreneurial team, conflict

Presenter: Bee May, Senior Lecturer, RMIT University (Australia)
Supporting Author: Darryl M. Small
Title: “Development and successful implementation of a new Work Integrated Learning course in Food Technology with strong industry involvement”
Abstract: A new course entitled Quality Assurance for Industry (ONPS2054) has been developed and run successfully at RMIT University during the past three years. This incorporates the University’s recommended approach to Work Integrated Learning, which may be defined broadly as learning by doing in a realistic work situation, along with work relevant interactions and industry feedback. The course provides a carefully structured practical experience for Food Technology students in the final semester of their undergraduate program. Its objective is to draw together the knowledge and skills developed during the previous five semesters so that students develop and implement a quality assurance manual for a specific food product by working closely with industry representatives in a practical food processing environment. The course requires planning, careful documentation of procedures, as well as teamwork and leadership skills with a strong emphasis on food safety. This authentic work integrated learning experience is now being run for the sixth time and has very strong involvement of leading industry representatives and has consistently received excellent feedback from students and employers. It is equipping students with the skills required in the workplace and RMIT is increasingly seen as the leading provider of “work-ready” graduates in Food Technology.

Presenter: Jan Moore, Lecturer, Deakin University (Australia)
Title: “Learning through reflection: the interface of theory and practice in public health”
Abstract: This paper demonstrates that challenging students through assessment to reflect critically on their own learning fosters the transition from theory to practice. The research explored the worth of setting a reflective practice assessment as a means of enhancing student learning at postgraduate level; and to determine if the task was beneficial in developing critical reflection skills in readiness for the world of work. The research investigated student responses to a purposefully designed Critical Reflection Model as a basis of learning by evaluating their perceptions on the merits of undertaking reflective practice to assess academic learning and professional development. Conducted in 2010 and 2011, findings are presented from two student groups undertaking the same subject in successive years. Narrative analysis of assessment papers and student interviews enabled student experiences to be explored in greater depth and to establish what facilitated the shift from acquiring knowledge to developing practice skills. Critical to the analysis process was a focus on the students’ realisation of the interface between theory and practice. The Critical Reflection Model acted as a conduit to deeper learning. In doing so, the assessment assisted students to position reflective practice as a process, and build depth in their ability to critique, question, analyse, and promote actions pertinent to public health. The findings demonstrated that purposeful integration of learning and professional competencies in the
curricula equip students to use reflective practice as a learning tool, and thus, strengthen knowledge and professional competencies for public health practice.

**Keywords:** reflective practice, postgraduate assessment, professional competencies

**Presenter:** Themba Msukwini, External Engagement Manager, Durban University of Technology (South Africa)

**Supporting Authors:** Shakeel Ori, Durban University of Technology (South Africa), Strinivasan Pillay & Brian Forbes

**Title:** “Perspectives of employers on work readiness of WIL students. A case study of the Durban University of Technology”

**Abstract:** There is a concern that students are inadequately prepared before being placed in industry to do Work Integrated Learning (WIL). Also, the Co-operative Education Practitioners as well as the external partners or employers are not sufficiently supported to drive this challenging work. This may, as a result, have an adverse impact on the students as they would drop out or perform badly on this programme. It must also be noted that these students are from different backgrounds. Some of them are from rural areas where there is a scarcity of industries. The opportunity of getting a placement in industry is a very unusual experience to them. The Durban University of Technology is being used as a case study to probe onto this challenge. In general, during semester four, or just before the completion of their course work and even much earlier in some programmes, students are required to participate in WIL orientation that is aimed at improving their knowledge and attitude towards the world outside the classroom. They are required to attend work preparedness workshops in which a guest speaker from industry is invited to address these students on industry expectations. These workshops are compulsory, but at this stage, they do not bear an academic credit. This is done in order to prepare them for the world of work. After having completed this type of student preparation, one has to wonder whether justice has been done to improve the student's work readiness. If cognition is not taken, some students may feel neglected or lose interest and enthusiasm. This may also lead to the collapse of the Co-operative Education practice. This paper looks at the perspectives of employers who absorb DUT students for WIL.

**Keywords:** perspective, work integrated learning, work readiness, employers, WIL students

**Presenter:** George Nickola, Senior Lecturer, UNISA (South Africa)

**Title:** “WORK INTEGRATED LEARNING IN THE SCHOOL OF ENGINEERING (ELECTRICAL) AT UNISA”

**Abstract:** The New University of South Africa (UNISA) was the first comprehensive university in South Africa to offer both academic and vocational qualifications. Tuition takes place by means of open and distance learning. All School of Engineering diplomas and BTech degrees contain a compulsory period of Work Integrated Learning (WIL). A minimum period of 1 year approved training is required. The student participates in WIL whilst being employed at an approved company. Monitoring takes place by means of a logbook, a mentor system and visits to industry by a UNISA academic. In the School of Engineering we are in the process of re-curriculating our Engineering courses to meet the requirements as set out in the new Higher Education Qualifications Framework (HEQF) as well as the standards set by the Engineering Council of South Africa (ECSA). The Engineering Council of South Africa is the accrediting body for all Engineering courses in South Africa.

This paper will address how WIL was implemented in our Electrical Engineering programmes. The skills students needed to acquire, technology that had to be employed, our successes and unexpected problems we encountered as well as site visit experiences all contributed towards building a successful model of how to implement WIL in Electrical Engineering by means of open and distance learning.

**Keywords:** Electrical, Open and distance learning, work integrated learning
Presenter: Stefanie Pillai, Centre for Industrial Training and Relations, University of Malaya (Malaysia)
Title: “Global Internships: Insights from The University of Malaya”
Abstract: Technological advances and the opening of international labour markets have had an impact on the way institutions of higher education prepare their graduates for the global job market. One of the ways institutions of higher education, such as the University of Malaya (UM), have attempted to address this issue is by providing increased opportunities for global internships. Such internships, although financially and administratively challenging, create opportunities for our students to develop employability skills in the context of the global work environment and develop cross-cultural capabilities. This paper examines the global internship programme at UM from three angles with a view to obtain a more holistic picture from the main parties involved in this programme: the students, the organisations which hosted the students and UM. Feedback from 100 UM students who did their internships abroad in the 2009/10 and 2010/11 academic years will be discussed in relation to their experience abroad (e.g. the skills they developed, level of supervision and support, the challenges they faced). Feedback from organisations is also discussed within the context of the interns’ employability skills. Feedback from the interns and the organisations were obtained through questionnaires. Feedback from the university on the financial and administrative challenges of facilitating the students’ internships abroad are explored through feedback obtained from UM’s Centre for Industrial Training and Relations. This paper then draws insights from the feedback obtained from the three parties to offer suggestions on how to strengthen an institution’s global internship programme.

Keywords: global internships, University of Malaya, employability skills

Presenter: Maritha Pritchard, Media Studies Lecturer, University of Johannesburg (South Africa)
Supporting Authors: Mrs. Rene Benecke, WIL co-ordinator, Department of Strategic Communication, University of Johannesburg (South Africa); Prof. Leon J van Vuuren, Department of Industrial Psychology and People Management, University of Johannesburg (South Africa)
Title: “The WIL student as social media practitioner: ethical challenges”
Abstract: The novelty of the social web has brought unique challenges for the Work Integrated Learning (WIL) student who requires a new set of skills and knowledge for ethical decision-making in the workplace regardless of their innate “feel” for social media as digital natives. Neither higher education, nor the workplace seems to have adequate systems, structures and policies in place for the ethical challenges encountered by the WIL student as corporate social media practitioner. In fact, social media blunders caused by poor ethical decision-making seem to be a significant threat to brand personality and reputation. The always-on and viral nature of the social web amplifies the need to deliver on the brand promise, to communicate accurately, to tell the truth, to uphold transparency and to respond promptly to comments and complaints. As such, the findings suggest that social media fatigue is an imminent threat to ethical decision-making.

New technologies, new media and cyberspace provide novel approaches to ethical challenges for media practitioners in the information age where information is regarded as an asset with economical value (Day, 2006:43). The growing popularity of a plethora of ever-evolving social media platforms and social networking sites not only provide new opportunities to engage with stakeholders, but also pose unique ethical challenges for social media community engagement.

For the purpose of this study, ethics in social media is explored in a public relations context while specifically focusing on undergraduate public relations students responsible for social media community engagement in the workplace while formally participating in a WIL programme. The sample for the study comprises WIL students and their mentors.

Keywords: Social media, Netiquette, Media ethics, Cyber ethics, Citizen journalism

Presenter: Jane Spowart, Vice-dean, Faculty of Management, University of Johannesburg (South Africa)
Title: “Preparing future-fit leaders; the challenge of work integrated learning in the Faculty of Management in a comprehensive university”

Abstract: In South Africa there is considerable discussion on the introduction of work integrated learning (WIL) in all university programmes. This would prepare graduates for the challenges of the world of work. It would also support students from diverse backgrounds to be knowledgeable and skilled, to be responsible citizens and have the ability to be employed.

The University of Johannesburg (UJ) is six years old. It is a comprehensive university; the result of the merger between a technikon and a traditional university. Most vocational programmes in the ex-Technikon included compulsory work integrated learning. In the traditional university this was generally not the case except in the professional programmes such as nursing and teaching. In the Faculty of Management (FOM), one of the nine faculties in the UJ, there is a fairly even number of vocational and traditional programmes.

In the last three to four years, the FOM Departmental heads have been encouraged to integrate any form of work integrated learning into their programmes in order to prepare the students to be future-fit for the world of work. This discussion paper will reflect on what has been achieved in the FOM by way of introducing WIL, primarily into the traditional programmes. Reference will also be made to the numerous reasons why there is resistance to this but on the other hand how others have taken up the challenge.

Keywords: Higher education, Management, Traditional programmes, Work integrated learning

Presenter: Susanne Taylor, UJ WIL Coordinator, University of Johannesburg (South Africa)

Title: “Education, Training and Skills Development: solving the conundrum: a South African perspective”

Abstract: 11 million jobs by 2030? This is one of the aims of South Africa’s National Development Plan: Vision for 2030 to reduce the current unemployment rate from 27 percent in 2011 to 6 percent by 2030. The paper will explore the South African education and skills development legislation though the lens of work integrated learning as a viable consideration in the skills debate. The Good Practice Guide for Work Integrated Learning (2011) published by the Council for Higher Education introduces new models for implementation of work integrated learning in South Africa.

Since 2004, the South African Higher Education landscape has changed, and continues to do so. The promulgation of the 10-level Higher Education Framework in 2007 introduces the term “work integrated learning” into formal Ministry of Education documents for the first time. The merging of the Department of Education with that responsible for Skills Development to form the Department of Higher Education and Training (2009) indicates a clear national commitment to education, training and skills development.

The National Skills Development Strategy III (2010) promotes partnerships between industry, education institutions and government - the triple helix - as a mechanism for solving the skills deficit. The above mentioned, together with the Green Paper for Post-School Education and Training (2012) with its reference to various forms of workplace learning from internships to apprenticeships, and the proposed changes to the Skills Development Act (2012) provide a window of opportunity for work integrated learning to become firmly entrenched in the education landscape.

Keywords: skills development, work integrated learning

Presenter: Anne Venables, Lecturer, Victoria University (Australia)
Supporting Author: Dr. Iwona Miliszewska, Victoria University (Australia) & Ms. Grace Tan, Victoria University (Australia)

Title: “Information Technology and Society: An Exchange of Australian and Chinese Perspectives”

Abstract: University students often regard the development of professional or “soft” skills as unimportant or unnecessary, often struggling to appreciate the need for the development of such skills
and to relate those skills to real-life situations. This is also true for students studying technical disciplines, like Information and Communication Technology (ICT), and of great concern to educators and industry, particularly in view of the increasingly networked and globalised Information Technology (IT) world. Australian ICT students need to develop an awareness of the role of ICT in their own society and beyond to gain a global perspective and an appreciation of the impact of culture on responses to ethical dilemmas, security challenges, and threats to privacy. Given Australia’s role in the Asia-Pacific region, the development of cross-cultural professional awareness in students in the West-East context is of particular interest.

The difficulty for ICT educators is how to develop cross-cultural professional awareness in their students. This discussion paper outlines the difficulty and describes an approach to address the issue. The proposed approach involves four integral elements: (1) a real-life ICT context, (2) immersion within the target society (Australian students on a short-term study at a Chinese university), (3) working in culturally mixed teams (an Australian student paired with a Chinese student), and (4) formative assessment tasks. The paper details the four-pronged “East-meets-West” approach and reflects on its potential to improve cross-cultural professional ICT skills in aspiring Australian and Chinese ICT professionals.

Keywords: professional skills, cross-cultural awareness

Presenter: Annadine Vlok, Senior Lecturer, Cape Peninsula University of Technology (South Africa)

Title: “WIL success: truth or dare”

Abstract: Work integrated learning is not just an off campus experience which adds practiced to theory as applied by many HE institutions. WIL is a practical application of the academic theory and application can be performed in class as well. Therefore, WIL should be implemented as an integrated part of the Higher education not only off campus but on campus as well. The on campus application is a different approach taken in order to make learning more appropriate in and out of class. This new methodology argues that WIL is inclusive of various forms of work learning and is not reflected by industry placements only. Simulated projects, service-learning assignments off and on campus and various other activities are incorporated into this new methodology. This paper challenges the traditional approached to WIL. It will present how the new WIL methodology is assigned within a Design Faculty and examples of the practical implication of the projects will be presented. Design as a discipline is by nature a participative field, which more often than not engage in real time industry and community outreach projects. The argument will demonstrate why the Design faculty is therefore a fitting area to apply the new approach for implementing WIL and will be supported by data collected from student feedback and participation.

Presenter: Lisa Ward, Head of Teaching and Learning Institute, University of Huddersfield (UK)

Supporting Authors: Dr. Tina McAdie, Senior Lecturer in Quantitative Research Methods, University of Huddersfield (UK); Ms. Alison Bravington, Research Assistant, University of Huddersfield (UK); Prof. Nigel King, Centre for Applied Psychological Research

Title: “Challenges of Developing and Sustaining a Research Partnership for Work Integrated Learning”

Abstract: Back in 2007 at WACE in Singapore, Zegwaard reported that in 1997 research into Work Integrated Learning (WIL) had been “limited, uncertain and sparse”. Things had improved slightly in 2004 where Bartkus and Stull said “What has been published is good”. Things have moved on in recent years with the growth of a much larger WIL research community. Much of this has been supported by WACE members who have organised research events around world conferences and symposia, and also with the re-invigoration of two specialist journals. Yet in many ways WIL is still an emerging research field.

This paper will explore some of the practicalities of developing and sustaining a research partnership for WIL. The author will discuss getting started in research, building knowledge in the field and developing
resources for WIL. At a local level, difficulties faced by researchers include managing projects alongside busy “day jobs” and maintaining continuity as team members change. At a global level, the most significant challenge is ensuring a partnership approach by developing working relationships across international boundaries.

Consideration will be given to how to set up a research team, and to the challenges of working across disciplines as Deborah Peach et al (2011) explore further in their article on boundary spanning. The paper will also explore issues of sustainability, including funding models - in particular, the continual search for financial resources to sustain ongoing research. The author will conclude with reflections on issues of team and interdisciplinary working.

**Keywords:** WIL, Research, Partnerships, Funding, Resources

**Presenter:** Katharina Wolf, Lecturer, Curtin University (Australia)

**Title:** “‘Brooke has been excellent and become a part of our team.’ - Leniency and the halo effect in industry based assessment of student competencies”

**Abstract:** Industry placements are popular means to provide students with an opportunity to apply their skills, knowledge and experience in a “real world” setting. Within this context, supervisor feedback allows educators to measure students’ performance beyond academic objectives, by benchmarking it against industry expectations. However, industry assessments appear to be frequently clouded and overwhelmingly positive by nature, which questions the reliability and validity of supervisors’ judgment of competencies.

Leniency bias is the reluctance to assign low or fail grades to students, whilst the halo bias refers to an overall positive impression of a student who may have done well in one competency area, which consequently clouds the assessment of other competencies. Supervisor bias has been paid much attention within the context of clinical placements, as well as within the domain of social work. However, they have been largely ignored within business education, despite the increasing emphasis on and deep integration of work integrated learning in the business curriculum.

This paper sets out to address this gap by examining the impact of the leniency and halo effect in the context of a final year, compulsory placement unit, based on observations and data collected over four semesters, across five campuses (N=371). The focus of this project is less on the reliability of existing measures, than on gaining an understanding of the reasons behind assessment bias and the pressures placed on industry assessors. The author concludes that although industry supervisors play a crucial role in higher education, their needs have to date been largely ignored.

**Keywords:** internship, placement, assessment, bias, industry

**Presenter:** Carolyn Woodley, Senior Lecturer, Victoria University (Australia)

**Supporting Author:** Dr. Gary Edens, Dean of Students, University of El Paso Texas (UTEP) (U.S.); Gaon Mitchell, Senior Project Officer, Students as Staff, Victoria University (Australia)

**Title:** “Internationalising LiWC: students-as-staff on global exchange”

**Abstract:** Victoria University (VU) in Melbourne, Australia, has a range of curriculum initiatives that aim to develop rounded students who have a solid discipline-specific knowledge, transferable graduate capabilities and who can demonstrate an overall career-readiness. VU also believes in the benefits of an internationalised curriculum which encourages students to demonstrate international perspectives, an awareness of culture and highly developed intercultural communication skills. The University of Texas at El Paso (UTEP) aims to educate students to be leaders who will make significant contributions to their chosen professions, their various communities and the world. Like VU, UTEP explicitly values diversity and encourages students to gain global experiences through international study opportunities â including through a combined study and students-as-staff exchange programme with VU.
This paper focuses on the cultural aspects of VU/UTEP students-as-staff exchange program including international knowledge, intercultural competence and intercultural communication skills. Students from VU and UTEP responded to a series of online questions concerning cultural awareness, cultural differences and international perspectives. Focus groups of students provided data specifically the cultural learning of the VU/UTEP students-as-staff exchange. Finally, perspectives from staff obtained from online surveys and focus groups will provide another point of view about cultural aspects of the program.

**Keywords:** Students as Staff, Graduate Capabilities, Internationalising the Curriculum, Student Exchange

**Presenter:** Carolyn Woodley, Coordinator, Teaching and Learning, Victoria University (Australia)

**Supporting Presenter:** Sue Marshall, Victoria University (Australia)

**Title:** “Occupational Health and Safety: a key legal literacy for learning in and about the workplace”

**Abstract:** The development of employability skills has become a dominant theme in university curriculum. Governments and universities point to an increasing need for graduates who can work creatively, are sensitive to emerging economic and cultural challenges and who can apply a broad range of employability skills (DEST 2006). Universities adopt various approaches to developing employability skills but work-integrated learning (WIL) dominates (Patrick et al. 2009).

Legal educators at Victoria University (VU) in Melbourne have identified a significant gap in the employability skills of VU’s students and VU’s WIL programs: Occupational Health and Safety (OHS). Arguably, OHS knowledge is crucial for employability. Universities, too, have OHS obligations and a duty of care to students.

This paper discusses a project called Occupational Health and Safety: Safe students and an essential element of work readiness for all VU graduates. The project developed a range of online OHS resources to develop students’ understanding of mandatory legal requirements for workers and workplaces. The project assumes that an understanding of OHS is essential for all students to both ensure that they contribute to their own and others’ safety and as an essential employability skill. The project uses a competency from Vocational Education “Contribute to Workplace safety” as the basis for the resources that aim to ensure that VU graduates can contribute to workplace safety. OHS awareness, as part of a broader set of legal literacies, has been identified, as a way to enhance a diverse range of employability skills including problem solving, communication and information literacy.

**Keywords:** Employability, Occupational Health and safety (OHS), Legal Literacies

**ROUNDTABLE DISCUSSION / ACADEMIC SALON**

**Presenter:** Stephen Crump, Pro Vice-Chancellor – External Relations, University of Newcastle (Australia)
Supporting Presenters: Prof. Dr. Suebka, Rector, Suranaree University of Technology (Thailand); Asst. Prof. Boonchai Wichitsathan, Director, The Center for Cooperative Education and Career Development, Suranaree University of Technology (Thailand); Sunitiya Thuannadee, Associate Director, Suranree University of Technology (Thailand); Kylie Twyford, Dr, Manager, OAEI, University of Newcastle (Australia); Sharon Douglas, Manager, Community Engagement, University of Newcastle (Australia)

Salon Topic: Internationalization & Globalization of Cooperative & Work-Integrated Education Programs

Title: “Doing International WIL: What is your experience?”

Abstract: This presentation will explore how work-integrated learning can be undertaken in an international context. The presenters represent two institutions, the University of Newcastle and Suranaree University of Technology, working towards enacting of a Memorandum of Understanding signed in Bangkok in July 2012. Both institutions are highly committed to, and active within, the work of WACE and see this partnership as strengthening the global profile of WACE through this southern hemisphere alliance. The UoN is pursuing a strategy of benchmarking with key international institutions, identifying high profile alumni in international locations, especially South-East Asia, and providing a WIL-type experience options for all undergraduate students. SUT pioneered and is leading work in Thailand and the region around WIL and achieving greater commonalities to assist across-border employment and business opportunities in response to initiatives within the AEN nations. The UON and SUT are committed to achieving an international WIL experience for a selection of their students that is mutually beneficial and provides example to other institutions are international WIL gains momentum across the globe. This workshop will ask participants to contribute their experiences, suggestions and solutions to help shape a way forward for the UON and SUT that is sustainable and credible with industry, students and academic staff. Some of the issues needing discussion include the variety of approaches to WIL in different countries, immigration / visa requirements, qualification levels, supervision, accommodation, health insurance, financial support, aligning semester / work periods during the calendar year and the purpose of staff exchanges.

Keywords: international, collaboration, partnership, exchange, industry

Presenter: Yukihiro Hirose, Professor, The Vice Head of the Career Education Center, Institute for General Education, Ritsumeikan University (Japan)

Supporting Presenter: Toshiaki Kato, Career Education Center, Institute for General Education, Professor, The Head of the Center, Ritsumeikan University (Japan)

Salon Topic: Research related to Cooperative & Work-Integrated Education

Title: “The work integrated learning programs for supporting the formation of careers with faculties of liberal arts, social science and science and engineering”

Abstract: It is crucial to develop the effective work integrated learning programs in order to foster generic skill and competence as a working member of society for supporting the formation of careers in Japanese higher education.

The original goals of internship programs in Japan are defined essentially as the autonomous learning programs through “joining of theory and practice.”

But nevertheless in Japan, internship is often explained by the media as “employment experience.” Thus, the common emphasis of the internship on “education” has been switched to “training for job hunting.” Therefore, many of the internships last only a few days, or ten at the most, and are often not for credit with regards to students’ academic studies. Recently, many one-day internships and half-day internships for recruiting practices have also appeared in Japan.

We developed the work integrated learning programs for supporting the formation of careers for the students who participated in the programs with faculties of liberal arts, social science and science and engineering in order to foster generic skill and competence for supporting their formation of careers.
the programs, most ability element which composes the fundamental skills as a working member of society in the students has increased significantly in our statistical analysis. Our data suggested that the students who participated in the programs improved their fundamental skills as a working member of society. The results also indicated that the programs for supporting their formation of careers are effective to some extent for their placement achievements to Japanese company.

**Keywords:** work integrated learning programs, supporting the formation of career, generic skill and competence as a working member of society

**Presenter:** Kristina Johansson, Research Leader, University West (Sweden)

**Supporting Presenter:** Dr. Leif Karlsson, Kristianstad University (Sweden)

**Salon Topic:** Research related to Cooperative & Work-Integrated Education

**Title:** “Experience from a national course in Work - Integrated learning - reflections about course design and learning”

**Abstract:** The academic year 2011 a national course in Work Integrated Learning started as a result of cooperation between Kristianstad University and University West. The ambition was to provide opportunities for a unique exchange between teachers, tutors and others associated with WIL and also take its point of departure from the participants’ own teaching practices. Our empirical results rests on the participants learning trajectories as well as some reflections on how the course web-based design has functioned as a learning facilitator. The preliminary results show that that participants altered between a surface and in depth learning process (Marton, XXX). Structure seems to foster structure (Silän, XXX). When we were given structure to a really high degree this made the students (our colleagues) demand for more structure. The pedagogical starting point, the course content and structure will be presented along with the experiences of the course assignments, group discussions, project sketches and reflection diaries. We will also invite to an interactive discussion how to further develop the course through international cooperation.

**Keywords:** Work-Integrated Learning Course, Learning trajectories, International cooperation, Web-based Course Design

**Presenter:** Susan Smith, Head of Curriculum Development and Review, Leeds Metropolitan University (UK)

**Supporting Authors:** Professor Ruth Pickford, Director of the Centre for Learning and Teaching, Leeds Metropolitan University (UK); Laura Dean, Head of Employability, Centre for Learning and Teaching, Leeds Metropolitan University (UK); Dr David Killick, Head of Academic Staff Development, Centre for Learning and Teaching, Leeds Metropolitan University (UK); Simon Thomson, Head of E Learning, Centre for Learning and Teaching, Leeds Metropolitan University (UK)

**Salon Topic:** Innovative Partnership / Pedagogical Models for Cooperative & Work-Integrated Education

**Title:** “Embedding graduate attributes in a new refocused undergraduate curriculum framework to enhance graduate employability”

**Abstract:** A graduate attribute(GA) is an amalgamation of skills, knowledge and attitudes, built up through a student's time at university, which they are capable of articulating and demonstrating to the wider world, for example when seeking employment and when working. In consultation with employers and student focus groups our attributes have been chosen to enhance a student's employability prospects and provide skills for the graduate to cope in the wider world in the future. (CBI and Universities UK, 2009) All undergraduates will develop three GAs. Students will be:
- Enterprising,
- digitally literate and
- have a global outlook.

The University is currently undertaking a refocus of all its undergraduate courses to a 6 x 20 credit module structure, a simplified assessment structure and compulsory 2 weeks work related learning. This work-integrated pedagogic model is being structured alongside the embedding of all GAs embedded into every course by including them in course and module learning outcomes. These GAs reflect our University's history of excellent work and innovation in these areas. We can use this existing knowledge and experience to enhance the embedding of these attributes as we plan the design of our refocused undergraduate curriculum.

Staff guidance documents are available for each attribute and copies will be brought to the salon table along with examples of course documents to show how we have defined and embedded them in holistic course design. The discussion will focus on describing the challenges for this process and its evaluation.

**Keywords:** Employability, Curriculum, Undergraduate, Work related learning

**Presenter:** Cathy Snelling, Senior Lecturer, The University of Adelaide (Australia)

**Supporting Presenters:** Sue Bandaranaike, Dr, James Cook University (Australia)

**Salon Topic:** Innovative Partnership / Pedagogical Models for Cooperative & Work-Integrated Education

**Title:** “Developing a framework to measure Clinical Reflective Skills”

**Abstract:** The objective of this colloquium is to generate discussion on the making of a generic framework and the use of reflective practice to assess clinical skills in the Bachelor of Oral Health, at The University of Adelaide, Australia.

The framework takes into consideration employability skills and graduate attributes to measure student learning and experience over time. It is derived from the generic Work Skills Development Framework [Bandaranaike & Willison, 2009] and applied in the context of clinical skills. The colloquium will discuss the making of the framework and its wider applicability to reflective practice and its use in work integrated assessment.

**Keywords:** reflective practice, clinical skills, work skills, work integrated learning, assessment

**Presenter:** Yasuo Utsumi, Vice President, Sendai National College of Technology (Japan)

**Supporting Authors:** Yoshihiro KIKUCHI, Researcher, Sendai National College of Technology (Japan);
Shinji CHIBA, Associate Professor, Sendai National College of Technology (Japan); Masahiko ITOH, Professor, Sendai National College of Technology (Japan); Shinji SATO, Sub-chief of recovery division, Higasi-matsushima city

**Salon Topic:** Research related to Cooperative & Work-Integrated Education

**Title:** “Human Resource Development by PBL Including the Project for the Recovery from the Earthquake Disaster in Japan”

**Abstract:** At Sendai National College of Technology (SNCT), "Cultivation of the Embedded System Engineer by PBL" project has been carried out for four years even after the earthquake disaster. The purpose of this project is to cultivate the group leaders and to contribute to the regional society, including the recovery from serious damages by tsunami. The targeted trainees are; 1) practical engineers in the private companies who work within 10 years from the employment or new business, 2) students of advanced engineering course in SNCT. The execution period of the project is 5 years from 2008 to 2012. Based on the investigation in 2005, the project has installed two courses to acquire knowledge and technology in terms of; 1) Embedded System, and 2) Safety and Energy Conservation. The curriculum has been composed of three phases; 1) Basic in the Engineer of Embedded System, 2) PBL Part1, and 3) PBL Part2.

In this PBL system, the problem of the actual field is solved in each theme, e.g. the farm soil wiped by sea water and the temporary house with poor thermal performance, and the cooperative education
between working engineers and students is realized. In questionnaire and interviewing, needs extraction and curriculum improvement are attempted. The process of the effective knowledge creation to solve each problem can be achieved and the project constitutes the PDCA cycle in both of management and education.

The activation of the regional industry can be expected by utilizing the skill of the trainees in the belonging enterprise.

**Keywords**: PBL, Human Resource Development, Project Leader, Embedded System, Earthquake Disaster

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**WORKSHOP SESSIONS**

**Presenter**: Craig Bach, Vice Provost, Institutional Research, Assessment, and Effectiveness, Drexel University (U.S.)
Title: “Evaluating the Real Impact of Cooperative and Experiential Education Assessment Technologies: A Case Study using a Mixed-Method, Tiered Evaluation Model”

Supporting Presenter: Iuliana Balascuta, Associate Director for Academic Affairs, Drexel University (U.S.)

Abstract: Developing sustainable, meaningful practices is the most difficult, and important, aspect of fostering a culture of evidenced-based learning. An important element of any such effort involves the informed, intentional engagement of a broad range of stakeholders. This is especially true for cooperative education programs where the goal of integrating student learning in work-based, experiential contexts with their academic programs requires the participation of employers and other external stakeholders. In order to support meaningful engagement across stakeholders, it is essential to understand the impact that learning assessment technologies have on learning, teaching, managerial, and communication behaviors. These observations underscore the importance of developing an effective evaluation model for the implementation of assessment technologies.

This hands-on workshop focuses on a tiered, mixed-method evaluation design that is being used to evaluate the assessment technologies currently being used for students in the cooperative education program at Drexel University. The evaluation provides benchmark data that will help the university determine the value of transitioning to a new technology - the Academic Evaluation, Feedback, and Intervention System. The evaluation model builds on Kirkpatrick’s Four-Level Training Evaluation Model. One of the most important, and arguably innovative, methods used in this model is a modified version of usability testing. The modified usability test is focused on evaluating the impact of technology on user conceptions of learning within cooperative and experiential contexts and the behaviors that support them. Workshop participants will walk away with specific techniques to help them evaluate the use of technologies in supporting institutional goals.

Keywords: Evaluation, Outcomes Assessment, Assessment Technologies, Cooperative Education

Presenter: Lynn Burks, Professor, Director of Internships, DeVry University (U.S.)

Supporting Presenters: Jim Vick, Dean of Students, Career Services, DeVry University (U.S.); Mike Kritzman, CEO Network.com

Title: “Creating Pathways to Careers - A Vision For The Future”

Abstract: During this discussion, attendees will be exposed to both:

a) Unique Work Integrated Learning model and partnership that was created to serve University students, student learning, and employers
b) An innovative “virtual” learning community platform that connects students and employers.

Participants will learn how they can use similar platforms and technology to better manage their Work Integrated Learning programs

Keywords: Virtual Learning Community, Work Integrated Learning Model

Presenter: Lynn Burks, Professor, Director of Internships, DeVry University (U.S.)

Supporting Presenters: Sue Bandaranaike School of Earth and Environmental Science/Faculty of Science and Engineering, James Cook University (Australia)

Title: “Assessing the Dimensions of Experiential Learning - Best Practices in Outcomes Assessment”

Abstract: Come learn how two different Universities - oceans apart - have used assessments to measure and quantify the unique dimensions of experiential learning. Participants will walk away with innovative approaches of models available to use for skills assessment as well as student deliverable options to create powerful learning outcomes for experiential and work integrated learning.

Keywords: Outcomes Assessment, Experiential Learning, Work Integrated Learning

Presenter: Christopher Hourigan, Director of Institutional Research, Johnson & Wales University (U.S.)
Supporting Presenter: Ms. Maureen Dumas, Vice President of Experiential Education & Career Services, Johnson & Wales University (U.S.)

Title: “Examining the Learning Value of an Internship Program: an Overview of a Comprehensive Assessment System for Internships”

Abstract: This workshop will provide participants with an overview of a comprehensive internship assessment system that has served thousands of students to date at multiple campuses in the United States. Discussions include an overview of system design and methodology, a review of how the system was implemented including a timeline, a summary of lessons learned, and the overall successes and challenges associated with implementation. Participants will be provided with a demonstration of how the University moved from vision to implementation and how data obtained from assessment is used to enhance programs and experiences for students. During intervals in the program, participants will share their perspectives, be asked to offer evaluative comments about the system, and provide examples of how they would proceed or have proceeded with implementing a assessment of internship programs at their institution.

Keywords: Internship, Assessment, Student Learning, Employer Ratings of Students, Outcomes Assessment

Presenter: Mr. Mustafa Sualp, President and CEO, Untra Academic Management Solutions, LLC (U.S.)

Supporting Presenters: Dr. Craig Bach, Vice Provost for Institutional Research, Assessment, and Effectiveness, Drexel University (U.S.); Dr. Donald McEachron, Drexel University Research Professor & Associate Director, School of Biomedical Engineering, Science & Health Systems (U.S)

Title: “Innovating Data Collection Practices to Promote Continuous Quality Improvement”

Abstract: The expectations for higher education to produce industry-ready professionals are on the rise and institutions need to justify that educational experiences are improving to mirror those rising expectations. Such justifications are rooted in assessment - understanding what students are learning, what teaching methods are most effective, and how well educational practices are preparing students for their careers. Each class of students that passes through an engineering program is unique and the processes used to discern student learning must be flexible and sustainable. This session will demonstrate methods to actively engage administrators, faculty, students, alumni and industry to improve assessment processes while facilitating accreditation documentation. The AEFIS Solution Platform hosts modules to implement these methods including direct (embedded) and indirect (survey-based) assessment management that participants will be able to interact with during this session. Development backed with academic collaboration and research allows the platform continues to grow to meet institutional needs.

Keywords: assessment, accreditation, program evaluation, continuous quality improvement, closing the loop

Presenter: Leif Karlsson, Senior Lecturer, Kristianstad University (Sweden)

Supporting Presenter: Professor Stephen Crump, University of Newcastle (Australia)

Title: “To educate reflective and critical professionals, a continuing pedagogical challenge in the twenty first century”

Abstract: Work Based/Placed Learning should not just introduce the students to a future professional role, but, in doing so, should be structured to retain the core elements of Higher Education learning through stimulating a critical and reflective attitude as well as aiming to fully develop the diversity of skills needed to encode, decode, ponder, interpret, evaluate and reach decisions about knowledge and practice. Learning at both the university and during the work-placed period might require students to adjust to routines and rules, but should also require them to exercise critical thinking that challenges status quo on the basis of a scientific approach to learning. Such a point of departure means that
fundamental higher education pedagogical issues are put in focus. The Workshop will discuss different ways to address these pedagogical challenges drawing on the experience from the participants own pedagogical practice in or/and out of campus.

**Keywords:** Higher Education, Critical reflection, Professional competence, Pedagogical practice

**Presenter:** Seanna Kerrigan, Capstone program Director, Portland State University (U.S.)

**Supporting Presenter:** Vicki L. Reitenauer, Instructor of University Studies and Women, Gender and Sexuality Studies, Portland State University (U.S.)

**Title:** “Facilitating Critical Thinking in Cooperative Education Settings”

**Abstract:** What forms of thinking best serve teachers and learners in cooperative educational settings?

In this session, the director of a comprehensive, university-wise service-learning program and an instructor of both service-learning courses and courses employing feminist and social-justice pedagogies will explore modes of thinking that support students as they work across difference to put intellectual concepts into practical application.

Following the work of developmental psychologist Blanche McVicker Clinchy, the presenters will offer views on framing and practicing critical thinking as “connected knowing,” a mode of cognitive engagement that requires participants to augment purely critique-based methods of thinking with modes of thinking that bring participants into relationship with each other; encourage the development of understanding why and how individuals have come to hold their perspectives; and forge cooperation in the construction of shared knowledge that rests on the foundation that this engagement with difference provides.

The presenters will frame this session through a contextualization of their own work developing, teaching, and administering courses that deploy community-based, social-justice, and feminist pedagogies; offer opportunities for reflection on our own experiences of being met as thinkers and encouraged to expand our abilities to meet, think, and work collaboratively with others; and facilitate discussion among participants and the sharing of insights and best practices in framing alternative modes of critical thinking in the service of cooperative education.

**Presenter:** Carol-joy Patrick, Coordinator, Service Learning, Griffith University (Australia)

**Supporting Presenters:** Judie Kay, Assistant Director Careers and Employment, RMIT (Australia); Calvin Smith, Senior Lecturer, Griffith University (Australia)

**Title:** “Developing a master class concept to develop and enhance distributed leadership for work integrated learning practitioners”

**Abstract:** Work Integrated Learning (WIL) provides rich and relevant learning through a partnership between universities and employers. This workshop will outline progress on a national Australian Project on WIL leadership. It will explore identified dimensions of competencies, capabilities and capacities of WIL leadership in the Australian context which specialises in discipline-based integration of the workplace experience and will support participants to identify mechanisms to enhance their WIL leadership in a global context through a distributed leadership approach. Through a collaborative approach to building knowledge, the capability and capacity of experienced WIL leaders in the university and workplace will be harnessed to identify the potential for improved student outcomes. Having established how and where WIL leadership is situated, the workshop will identify the critical challenges to WIL leadership capabilities and structures and identify how a master class concept that models and employs a distributed learning approach can enhance WIL leadership. The authors will reflect and share dimensions relevant in an international context form the Australian experience in the development of this master class approach to developing distributed leadership.

**Keywords:** distributed leadership, work integrated learning, master class, leadership development
**Presenter:** Jenny Reilly, Director, UBC Engineering Co-op Program Director, The Canada-Japan Co-op Program (Canada)

**Supporting Author:** Ash Senini, Co-op Coordinator, UBC Engineering Co-op Program (Canada)

**Title:** “Facilitating Co-op Opportunities Internationally; creating global thinking engineering students”

**Abstract:** The Engineering Co-op Program at The University of British Columbia, the largest such program in Western Canada, secures 1,400-1,500 co-op work term opportunities annually for students of which 8-12% work in over 30 countries. Preparing globally minded engineering students for industry is a key facet of the program; international co-op work term experiences develop student’s intercultural skills and prepare them to be true global citizens. Engineering Co-op students who attain an international experience are better prepared for today’s industries, have broader career choices after graduation and a high percentage return to their host country after convocation.

A workshop will presented for co-op practitioners who are interested in learning how to develop an international focus or expand their international program opportunities. Best practices will be shared on:

- How to survey student interest, compile data and set strategic international objectives
- International target marketing for engineering co-operative education opportunities
- Developing engineering student personal marketing plans
- Engaging international engineering employers and coordinating follow-up strategies
- Assisting employers with the visa process
- Presenting pre-departure and safety training
- Coordinating site visits and check-ins by Skype, email and telephone
- Engineering technical work term report and evaluation requirements
- Debriefing the international experience
- Integrating students back into the classroom successfully

**Objective of workshop:**
At the end of the workshop, participants will have a better understanding of how to develop opportunities internationally for their co-op students and tools to assist their individual programs.

**Keywords:** International Focus, Engineering Co-op, Global Thinking, Intercultural Experience

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**Presenter:** Francesca Walker, Senior Lecturer (Employability Lead), University of Central Lancashire (UK)

**Title:** “Preparing to Fly: Presenting a New Initiative to Develop Motivated and Talented Students”

**Abstract:** The research undertaken by the University of Central Lancashire’s Business School into the reasons why students were opting out of placements Beyond Placement Extinction (2010) revealed the level of support that the student of the 21st Century requires in order to obtain not just a work placement, but also a graduate role. As a direct result of this research, a number of support and development mechanisms were put into place across the school. One of these mechanisms is the highly ambitious programme, Launchpad.

Run for the first time in 2011, Launchpad is an extra-curricular leadership development programme for students within the Lancashire Business School. The programme is highly competitive and is open to only the most committed students who are chosen via an intense selection programme. Students entering the second year of their studies can apply for one of the 20 places; if successful they then remain on the programme until graduation.

During the two-year period the students will develop a range of skills including:

- Team working
- Leadership
- Self-awareness
- Personal branding
Effective communication  
Networking  
Problem solving  

Students are required to undertake either a 48 week placement or a short “live” project. Included within the Launchpad programme is an overseas study tour, an additional qualification, a Certificate in Leadership from the Chartered Management Institute (CMI) and a mentor from industry. The workshop will discuss the overall aims, the achievements to date, the support required and the road ahead.

The workshop aims to provide delegates with:
Some key messages to those delegates working with or wishing to further develop highly motivated students; An opportunity to learn how we gain employer mentors; The opportunity to share good practice; An interactive experience in which views are shared and recorded; A number of visual tools to access which show (a) the views of employers and (b) how creative students in a highly competitive market need to be.

**Keywords:** Student motivation, Employer mentors, Leadership development, Employer views

**Presenter:** Neil Ward, Chair of Professional Training and Careers Committee, Department of Chemistry, University of Surrey (UK)

**Supporting Presenter:** Robert Laslett, Faculty of Life and Social Sciences, Swinburne University of Technology (Australia)

**Supporting Author:** Robert Laslett, Faculty of Life and Social Sciences, Swinburne University of Technology (Australia)

**Title:** “Work Integrated Learning (WIL) Placements and Employability”

**Abstract:** Over the last decade, the University of Surrey has consistently had the best employment statistics of any English university. This is because all programmes in all disciplines have to provide opportunities for learners to develop their professional capabilities through either a year long work integrated learning (WIL) or professional training (PT) placement or a curriculum that integrates theory and practice throughout the period of study. In 2010/11 more than 40% of University of Surrey placement students received a job offer from their placement provider. Moreover, 91% of these students accepted their job offer. This leads to an important question - how much does a WIL or PT placement benefit the student in terms of career development and employment AND do placement providers recognize this as an important pathway for obtaining quality employees? Furthermore, are “traditional” placements just designed to meet the learning outcomes of an academic programme or is there a need to look at how they need to be modified to meet the employability requirements of employers? This paper will review the possible link between WIL and employability through a questionnaire based evaluation of placement providers across many disciplines (to evaluate variability due to professional progression) and in both the United Kingdom and Australia.

**Keywords:** Work Integrated Learning, Employability, Career Development, Personal and Professional Development