Conference Proceedings
ABSTRACTS

All Concurrent Sessions
Presented at the
17th World Conference on Cooperative &
Work Integrated Education

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

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Academic Salon Sessions

Chavana Angkanurakbun, Lecturer, Faculty of Management and Tourism, Burapha University, Chonburi (Thailand)
**Supporting Presenter**: Assistant Professor Patchanee Nontasak, Dean of Faculty of Management and Tourism, Burapha University (Thailand)

**Salon Topic**: Innovative Partnership Programs to Support Cooperative Education

A university has to integrate vocational practices into academic development by implementing innovative partnership programs to develop student’s professional career and prepare highly skilled labor force to preserve national competitiveness and economic opportunity. This paper focuses on three phases of innovative partnership programs: preparation, exploration, and reflection.

**Preparation Phase**: “One day visit” -- a group of students will spend one day with potential employer that they interested in, to discover what, how, why employer does its business, and who major stakeholders are. Students will be able to ask questions and understand the business. A variety of simulations might be used to separate potential candidates from the group. “Fast track place” -- employer may design learning and assessments to boost employability skills. If students do well in competency test, they will fast track through to be placed for an internship.

**Exploration Phase**: “Co-op program” -- students will gain a valuable insight into the business and culture. Employer is in charge in developing working competencies, providing job description, coordinating job duties in relation to student major, training and supervising student, and assessing student performance. “Shadowing employee” -- a selected intern is allowed to work alongside with one supervisor, meet and work with employer’s clients and their team for a period of one week or more. The intern will discover the variety of work that job supervisor do, and share experiences with others.

**Reflection Phase**: “Experience sharing” this is an event after students completed their cooperative education program. Students will be required to contribute their knowledge, working experiences and recommendation key partners.

Suniti Bandaranaike, Placement Coordinator, School of Earth and Environmental Sciences, James Cook University (Australia)

**Salon Topic**: A Qualitative Framework to Measure Performance and Learning in the Workplace

The objective of this colloquium is to generate discussion on the applicability of an innovative qualitative framework, The Work Skills Development Framework (WSD, Bandaranaike & Willison, 2010) as a generic measure for WIL. Research was conducted to integrate the application of academic knowledge via graduate attributes with personal skills and generic employability skills in a framework that measured student learning and experience over time. The function of the WSD was firstly, to create awareness of work skills facets in employability and for students to contemplate on their progress consciously, during the placement. It was also used as a reflective tool with both employers and students to provide critical feedback via an interview process. This research has pedagogic value in filling the gaps between tacit learning and explicit learning in WIL. The colloquium could address the following issues:

1. How well does your own teaching relate to the six employability skills identified in WSD?
2. Could WSD be useful for WIL assessment / evaluation? For conversations with Employers/Supervisors?
3. Are there any facets that are likely to be problematic when administering WSD as an assessment tool in WIL?
4. Do you think WSD can assist / contribute to progression of a student from novice to professional in the workplace?

Keywords: work integrated learning, assessment, work skills, reflective tool, feedback

Greg Boland, Associate Dean Education, Faculty of Business and Government, University of Canberra (Australia)

“Engaging the community with Enterprise Education in a tertiary institution - effective strategies and resources”

Salon Topic: Innovative Partnership Models for Cooperative & Work-Integrated Education Programs

In 2006 the University of Canberra, Australia, introduced an open elective course of study in Entrepreneurship which is underpinned by practical activities and community engagement to compliment students’ undergraduate degrees from across the campus. Initially a non-profit organization (Young Achievement Australia) was used as the conduit for a business mentoring platform. For this paradigm shift to and to meet current community expectations, industry organisations both in Australia and overseas were and still are constantly canvassed and now used as useful resources including mentoring and internship placements. This has resulted in many new partnerships and internships being created with student/business showcases taking pride of place in our calendar. Coupled with the strategic direction for our university, two of the signature themes (namely WIL and the Internationalization of our Curriculum) are constantly receiving attention. Today, standalone modes using modified versions of the original platform, with local and global partners constantly coming on line, assist achieve our goals by ensuring graduating students obtain the generic skills employers are now seeking.

Additions to our WIL have since included a faculty internship program with interns obtaining placements in local and offshore locations - with some of these interns being successfully used to develop and co-ordinate the student/business showcases which are becoming integral parts of our business curriculum. By sharing resources a working relationship with our neighbouring university (the Australian National University) has also seen innovation across our curriculum as a further professional development activity for both staff and students.

By showcasing these valuable community resources this workshop attempts to provide useful tips and traps for those universities considering venturing down this pathway in an attempt to add value to their curriculum.

Keywords: Student engagement, business resources, internships, community “partnerships”

Carlys Cadogan, Lecturer & Programme Director, University of Technology, Jamaica (Jamaica)

Supporting Presenter: Myrtle Weir, MSc., Lecturer, University of Technology, Jamaica (Jamaica)

“Challenges of integrating the ‘real world’ of the classroom and business: theory vs. Practice”

Salon Topic: Innovative Pedagogical Models for Cooperative & Work-Integrated Education Programs

By its very definition "partnerships" indicate mutual relationships. However, these partnerships have far reaching implications. In today’s economy organizations want to know that each new hire can add value immediately. In order to add value, graduates of business schools must possess the necessary technical skills as well as "real world" work experience and soft skills. The real strength of cooperative education as a strategy of practice-based learning is not that students gain opportunities to learn in the classroom and in the workplace, but that these opportunities are integrated to create learning synergy. Therefore, academics cannot ignore the
challenge to fashion educational offerings that go beyond the classroom in order to prepare students for today's competitive job market.

At the University of Technology, Jamaica we have been experimenting with a pedagogical model that integrates a "real world" interface with business and professional organizations to integrate and reinforce the theory, practice mix. This supports Pawlowski’s 2007 argument regarding the need to build solid and sustainable partnerships with the business community that benefit students, schools and business partners. To be beneficial however, these learning experiences must be planned and carefully supervised at both levels; instruction and practice.

In this presentation, we introduce an enhanced but unique model that integrates three important components; the classroom, external business partnerships, and professional organizations into one succinct paradigm which is implemented in various modalities in the seven faculties in the university.

Harriet Chicoine, Acting Program Manager, WIL School of Computing Science, Cooperative Education Program, Simon Fraser University (Canada)

Salon Topic: Innovative Pedagogical Models for Cooperative & Work-Integrated Education Programs

Lifelong learning has been defined as lifelong, voluntary, and self-motivated pursuit of knowledge for either personal or professional reasons. This not only enhances social inclusion, active citizenship and personal development, but also competitiveness and employability. As co-op practitioners and supporters of lifelong learning how do we instill this ideology in our students who often view co-operative education as merely a job placement service rather than an educational program with the goal of continued personal growth and development?

In addressing this question the Cooperative Education program for the School of Computing Science at Simon Fraser University conducted a review of the program’s work term requirements. The objective of the review was to develop and implement a co-op curriculum with learning outcomes clearly defined and ensure our co-op alumni acquire the tools necessary for continued career development and lifelong learning.

Simon Fraser University’s co-operative education program has a well developed curriculum preparing students for co-op placements. As students progress from initial placement to final placement the shift in their learning needs to evolve from a general understanding of the industry and their employability to long term career management. The culmination of the redeveloped work term requirements is the creation of a five year personal strategic plan.

The new pedagogy has been well received by our students who now better comprehend the educational aspects of the program. Additionally as a result of new pedagogy our co-op employers and supervisors are more actively involved in our student’s career management and professional development.

Keywords: innovation, pedagogy, model

Nirmala N. Dorasamy, Senior Lecturer, Durban University of Technology (South Africa)
Supporting Author: Dr. S. Pillay, Lecturer: Human Resource Management and Organization, Swinburne University of Technology (Australia)
“Advocating service learning for responsible citizenship among public management students at universities of technology in South Africa”

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

An effective and efficient public sector is largely dependent on employees who undertake responsibility to provide quality public services. It can be argued that public management students as future employees in the public sector, need to be educated for responsible citizenship. Service learning can serve as a catalyst for developing responsible citizenship among public
management students, since higher education institutions in South Africa are expected to promote social and economic development.

This article investigates how service learning as an experiential form of learning, which has its roots in community service, meets community needs, enhances teaching and learning and contributes toward responsible citizenship. Successful service learning necessitates the identification of real community needs and structured experiences, whereby students grow and learn from it. By being linked to specific community experiences, service learning contributes to increased knowledge, skills and understanding of challenges within communities.

This article further explores the extent to which service learning within public management as a discipline, has been adopted by universities of technology in South Africa. It is argued that while public management students are expected to engage in experiential learning within the public sector, community based learning should be included as a compulsory component of experiential learning. It is contended that service learning can make a significant contribution toward enhanced socially responsible citizenship, an important value underpinning and public servant.

This article suggests that the development of socially responsible citizenship as a learning outcome for public management as a discipline, is integral toward sustaining a lifetime commitment to community service, improving personal development skills and building good character within the South African public sector.

Keywords: responsible citizenship, service learning, public management, South Africa, experiential learning

Maureen Drysdale, Associate Professor, St. Jerome’s/University of Waterloo (Canada)
Supporting Presenter: Margaret McBeath, Psychology Co-op Student, University of Waterloo (Canada)

“Does post-secondary cooperative education change the way students think, judge, and problem solve in the workplace?”

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

Of growing interest is not only if students in cooperative education are different from their non-coop counterparts but how they are different when they graduate and transition to the workplace. There are a growing number of research studies examining these differences; however few explore implicit knowledge outcomes. Do co-op students think differently? Do they problem solve differently? Are their work related decisions and judgements different? The primary aim of this academic salon is to address these questions by discussing the relationship between co-op and tacit knowledge - practical knowledge acquired through informal means. What evidence (both empirical and anecdotal) is there that tacit knowledge is a learning outcome of co-op? A second goal of the salon is to discuss ways to research this topic. What type(s) of tacit knowledge should be examined within the context of cooperative education and work-integrated learning? The session will begin with the presenters defining tacit knowledge and briefly sharing the results of a study examining tacit knowledge. This will be followed with an interactive discussion.

Keywords: Cooperative Education, Tacit Knowledge, Practical Knowledge, Problem-Solving Skills

Mary Ellen T. Ford, Assistant Director of Curriculum Development and Academic Integration, Steinbright Career Development Center, Drexel University (U.S.); Nancy LeClair, Assistant Teaching Professor, Steinbright Career Development Center, Drexel University (U.S.)

“Developing Targeted Cooperative Education Student Preparation Curricula”

Salon Topic: Innovative Pedagogical Models for Cooperative & Work-Integrated Education Programs

Many co-op colleges and universities offer co-op preparation for students through workshops, campus resources and one-on-one consultation with staff. Drexel University provides this
assistance in support of our co-op model, which consists of students taking a required co-op preparation course, meeting with their co-op coordinator to discuss their job search and completing a 6-month cooperative education experience. The Steinbright Career Development Center faculty offer Career Management/Professional Development (COOP 101) and Co-op Essentials (COOP 001). These courses provide a uniform, comprehensive and innovative delivery of information to the over 4200 students who participate in the co-op program each year. COOP 101 was developed in 2005 exclusively for Drexel co-op students and offers a rich opportunity to plan and explore a career path, to practice critical job search skills and to create marketing materials. COOP 001 was re-introduced in the fall of 2010 and is an accelerated version of COOP 101 designed for non-traditional students who have work and/or military experience and require a refresher course on professional development. In development for the upcoming summer term is a section of COOP 101 focusing on athletes and the unique considerations for their job search process. The goal of these courses is to transition students to their first professional job in the current economic climate and beyond.

Kristina Johansson, Researcher, University West (Sweden)

“Student of today”

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

Universities aim to prepare students for a coming working life and to ensure that the students are employable in a labour market that is in constant change. In Sweden today there are discussions regarding the so called "millenniegenerationen", meaning those students who were born between 1980 and 2000, by some they are considered to be the most demanding and spoiled generation ever. One line of argumentation is that the new generation of students have high demands on the quality of their education and look for support and service during their studies (holding a customer perspective), if using a dichotomy you can say that previous student generations were more driven by a curiosity and had a greater respect for knowledge and the universities role in society (or is this line of reasoning just a reproducing myth?) then the student of today.

The presentation will be based on a study that explore the new features of "the students of today". The data is collected through interviews with 25 students and 40 web-surveys from teachers. Basic questions of the study is what characterise a good student? And what is a good student good at? etc. It is also interesting to analyse if the design of the studies makes a difference (for instance co-op vs more traditional education).

Keywords: Student, Milleniegeneration

Kathleen Neary, Associate Director, Global Business Development and Career Services, Drexel University (U.S.)

“Beyond the Business Card: Using Social Media to Develop Relationships for Cooperative Education Opportunities”

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

Social media is dominating the way people communicate and connect throughout the world. Currently there are 90 million Linkedin users in over 200 countries including executives from all Fortune 500 companies as members. The ability to reach people anywhere in the world can be accomplished using Linkedin, Facebook and Twitter. The primary aim of this academic salon is to explore how this social utility can be used to connect with business professionals to develop co-op jobs and full-time employment for graduating seniors. How are universities using these tools to find work experiences for their students in any area of the world? What strategies have been successful to locate, engage and build relationships with employers, alumni and other connections? The second aim of this session is to explore how are we as career services professionals educating students about using social media to build their network of business professionals?
Keywords: Social media, job development, cooperative education

Walter Nuninger, Directeur IESP Dept., Polytech'Lille (France)
Supporting Presenter: Jean-Marie Chatelet, Deputy Director, Polytech'Lille/IESP (France)
“Quality Seminar for WIL leading to Value Management and innovation”
Salon Topic: Innovative Pedagogical Models for Cooperative & Work-Integrated Education Programs
The design of a one week relocated “quality seminar” based on a “serious game” (educational training game) is presented. Goal is to develop 3 groups of capacities: personal effectiveness (commitments, knowledge, involvement, autonomy), analysis and realisation (improved results, learning process, organised, self-control), management and influence (behaviour, decision, cooperate, transfer). Work based training process and organisation respects a quality charter for engineers (master) compliant with professional union requirements. Aim is a virtuous circle for knowledge acquisition and skill transfer between actors: this seminar is an example of this policy based on a game simulating company functioning (assembly shop of Lego© mini-cars). The steps: initialization (backgrounds, motivation), first debriefing (factual approach, indicators), management of continuing improvement (gamer improves his competencies: interpersonal role (leader), informational role (active observer) and decision making role (regulator)). The game puts learners in a real situation: goal is to prepare the company for a certification audit; action and methodology should respect the framework of their work formative situation (measurement with respect to the nature of results defined in our professional profile: quality, reactive ability, profitability, safety) implementing capacities. Position of learner is distributed (operator, trainee, manager or external listener) according to the learner identified personality and improvement axes. Teacher role is shareholder or customer depending on the game moment. Improvement is made taking into account the cultural impact on communication, management and behavior within a test group formed by learners from two European trainings. The game is original by IESP and developed with our partner SNECMA (copyright).

Keywords: Educational training game (serious game), value management, cooperative assessment, WIL, professional skills

Portia Rakoma, Lecturer, Durban University of Technology (South Africa)
“A library and information services cooperative education model in higher education in South Africa”
Salon Topic: Research Related to Cooperative & Work-Integrated Education
The researcher has been employed by the Durban University of Technology as a Lecturer since 2007, and is also responsible for placing third year Library and Information Studies students in host institutions for work integrated learning. The researcher has noticed challenges faced when placing students for WIL and the doctoral study that she is undertaking aims to allow best practices to be shared and also propose a cooperative model for library and information service schools in South Africa. The study also aims to ascertain the extent to which higher education institutions in South Africa comply with the education legislation, for example, HEQC and also investigate practices of cooperative education in LIS Programmes/schools. The researcher would like to share with panel members the research and also to get input from members of the panel.

Keywords: Cooperative education & Work integrated learning
Panel Sessions

Kristen Betts, EdD Program Director & Senior Director for eLearning, Drexel University (U.S.)

Supporting Presenters: Dr. Karyn Holt, Associate Clinical Professor, College of Nursing & Health Professions, Drexel University (U.S); Yvonne Hilli, RN, PHN, RNT, PhD, Principal Lecturer, Novia University of Applied Sciences (Finland); Dr. Suzanne Foster, MN, BN, RN, Assistant Professor, School of Nursing, Dalhousie University (Canada); Fey Meloy, Assistant Clinical Professor, College of Nursing & Health Professions, Drexel University (U.S.); Maria Skyvell Nilsson, ANRN, MSc, PHD, Senior Lecturer, Department of Nursing, Health and Culture, Division of Nursing, University West (Sweden); Sandra Pennbrant, RN, MSc, PHD, Senior Lecturer, Department of Nursing, Health and Culture, Division of Nursing, University West (Sweden); Jenniger Rabach, RN, Coordinator International Programs-Nursing, Lecturer, School of Nursing & Midwifery, Victoria University (Australia); Dr. Maureen Farrell, Senior Lecturer, Victoria University, School of Nursing and Midwifery, Victoria University (Australia)

“Multi-Country Perspective: Meeting the Dynamic Global Needs of Nursing Today through Cooperative Education/Work-Integrated Learning”

Research reveals a shortage of nurses to meet the increasing demands of health care needs. Although nursing school admissions have been increasing in the United States and other countries, the number of graduates, and, projected nursing demand from 2008-2018 exceeds the current new position growth rate leaving many positions unfilled resulting in a rising nursing crisis. This panel session includes nursing administrators and faculty from diverse postsecondary education institutions from five countries, all with differing health care systems. The session will discuss the global nursing shortage in each country and the value of cooperative education/work-integrated learning within the discipline of nursing. Additionally, the panel will describe how postsecondary nursing programs are working both collaboratively and innovatively within the healthcare sector to recruit, educate, and retain qualified nurses through cooperative education programs. The countries represented in the panel will be the United States, Sweden, Canada, Finland, and Australia.

Keywords: nursing, education, healthcare, retention, global

Alicia Canali, Senior Cooperative Education Coordinator, Northeastern University (U.S.)

Supporting Presenters: Jacki Diani, Senior Cooperative Education Coordinator, Northeastern University (U.S.); Chinn Swartz, Executive Director, HandReach (U.S.); Ketty Rosenfeld, Director of International Co-op Programs, Northeastern University (U.S.)

“FIRE WORK: A Multi-faceted International Collaboration between HandReach, Beijing, China, and Northeastern University’s Nursing and Physical Therapy Cooperative Education Programs, Boston, MA”

HandReach is a global network of compassionate professionals working together to promote humanitarian development in the poorest areas of the world. Providing education and medical care are primary goals of the network. The HandReach Children’s Healing Initiative provides world-class medical and reconstructive care for children. Many of the children receiving care are trauma survivors having suffered burn injuries as a result of working in the fireworks industry or as a result of domestic accidents. This Cooperative Education experience in China exposes NU students to the complexity of the Chinese health care system including: Chinese culture, reimbursement for care, epidemiology of injury, current treatment approaches and alternative therapies. Working with the staff at the Chinese Air Force Hospital results in a reciprocal and impactful learning experience.
The panelists will discuss their multifaceted collaboration including the history and mission of the HandReach Children’s Healing Initiative and the details of the partnership forged between HandReach personnel and Northeastern University co-op faculty and physical therapy clinical faculty. The benefits, challenges and future plans of this unique work integrated learning partnership can serve as a model for other universities interested in forming international co-op partnerships.

**Keywords**: China, International Co-op

**Stephen Crump, Pro Vice-Chancellor – External Relations, University of Newcastle (Australia)**

**Supporting Presenters**: Professor Donna Qualters, Suffolk University (U.S.), Dr. Leif Karlsson, Kristianstad University (Sweden), Dr. Kitty te Riele, University of Technology Sydney (Australia)

“Transformative Engagement: three international case studies of knowledge practices in WIL / Coop”

The panel will explore and argue for a theoretical perspective to inform the practice of work-integrated learning (including Co-op / service learning and internships). The panelists will present insights into how theory can better serve individual, institutional and community goals working from case studies in UG and PG courses. Crump will host the panel, leading discussion with a general picture of tensions between practical knowledge and knowledge practices (the interplay of theory and practice when attempting to integrate workplace / career experiences, and academic / higher education learning that leads to phronesis – “practical wisdom”). He will elaborate through explaining the notion of “engaged learning” as a guiding principle for improving the quality of, and outcomes from, a range of WIL-type activities at the University of Newcastle in Australia. This example will be supported by a case study from Te Riele of “WIL” in an UG course on Philosophy of Education that develops what she terms “personal praxis” at another Australian university. Karlsson will delineate tensions in the pedagogy of “WIL” between providing opportunities to practise knowledge (knowing how) alongside achieving professional competence through reflection (knowing why). Qualters, as discussant, will draw out the broader implications of these three case studies. In all cases we are exploring a transformative engagement with career and personal development, positioning students with their future profession, understanding of the communities within which they are likely to work, and engaging with their own educational institution beyond graduation.

**Keywords**: Engaged learning, knowledge practices, practical wisdom, transformative engagement, theoretical perspectives

**Stephen F. Gambescia, PhD, Assistant Dean of Academic and Student Affairs & Associate Professor of Health Services Administration, College of Nursing and Health Professions, Drexel University (U.S.); Helene Stockman-Baer, Coordinator, Steinbright Career Center, Drexel University (U.S.)**

**Moderator**: Gerri Betke, Assistant Director, Steinbright Career Center, Drexel University (U.S.)

“HANDLING STUDENT CONDUCT ISSUES DURING COOPERATIVE EDUCATION--BEST PRACTICES”

**EMPLOYER**—TBD (Co-op partner)

**COURSE DESCRIPTION**

Professional preparation programs should aim to support students in having a good experience in their academic formation and cooperative education. These programs emphasize the importance of professionalism, and this begins in their work integrated learning experiences. At times students may be reprimanded or dismissed from a cooperative education experience due to a
conduct issue. Such action by the employer is part and parcel to the overall assessment of a student’s work and performance in an integrated learning experience. A grievance/appeal by a student about an assessment made of his/her academic performance by a cooperative education supervisor should be a formal and carefully handled matter. Such incidents are quite involved, and sometimes can be a protracted process in the investigation and resolution of the student’s behavior. To this end, it is important that the academic unit, along with the cooperative education unit, have in place a circumspect Student Complaint/Grievance/Appeal Process. This panel presentation outlines fundamental and important precepts and best practices in dealing with student conduct issues during a cooperative education experience. Real life scenarios will be presented to the audience for review and discussion. An employer will give a firsthand account of how to successfully communicate serious student conduct issues to representatives of the academic units, and look for developmental opportunities for the student.

OBJECTIVES
After attending this presentation participants will be able to:

1. Name six fundamental and important precepts of dealing with student academic and conduct issues that need resolution
2. Explain the purpose and use of the “four-screen process” (policies, procedures, best practice, and ethics) applied to the examination and resolution of a student issue, especially as it relates to a conduct incident at the cooperative education site.
3. Identify key reviewers and decision makers in cooperative education when poor conduct occurs at a cooperative education site.
4. Use a three stage process (understanding, interpretation, and action) when given a real life scenario of student misconduct during a cooperative education experience.

TEACHING METHODS
Presentation of key points via PowerPoint slides
Participant analysis and response to relevant student conduct scenarios
Panel and participant discussion to bring clarity to the Issues
Time for questions and answers

Thomas Newbold, Associate Professor, University of Cincinnati (U.S.)
Supporting Presenters: Cynthia Lockhart, Associate Professor, University of Cincinnati (U.S.); Jill Flood, Assistant Professor, University of Cincinnati (U.S.) “Video Mock Interviews”

Through a panel presentation, you will see how four University of Cincinnati Professional Practice Professors implemented video mock interviews into their preparation of students to begin co-op. Students are required to take a one hour course called Introduction to Cooperative Education as a pre-requisite to begin co-oping. Video Mock Interviews were used to better prepare students for the interview process. The Video Mock Interviews used Behavior Based questions in the interview. Design, Architecture, Art and Planning (DAAP) students, in a mandatory co-op program, presented portfolios for review in their interviews. Engineering students, more than 500 students, were required to do the Video Mock Interview as a part of their mandatory co-op program. Learn how to set up the interviews, the costs involved, and the lessons learned using this technique. Learn why some have said that using Video Mock Interviews have improved students job interviews more than any other method of learning.

Keywords: Behavior Based Interviews, Video Mock Interview, Interview Preparation, Portfolio, Instruction
Karima Ramji, International Coordinator, University of Victoria (Canada)
Supporting Presenters: Lisa ter Woort, International Coordinator Co-operative Education and Career Services, University of Waterloo (Canada); Johannes Haas, Head of Study Programme Production Technology and Organization, FH Joanneum University of Applied Sciences (Austria)

“CANEU-COOP: a transatlantic exchange partnership between Canadian and European co-operative education institutions”

CANEU-COOP is an international academic mobility program that has brought together 4 institutions (5 campuses) in 4 countries in a collaborative effort to provide students with quality international experiences, both in the academic and co-operative education sectors. This unique partnership will allow a total of 48 students from 5 universities to engage in meaningful international experiences that will have a long term impact on their personal and professional lives and careers.

Funded by the European Commission and Human Resources and Skills Development (HRSD) Canada, this project has two unique features that will be of interest to co-op education professionals:

1. "Twinning": each participant to the CANEU-COOP project is matched with a student from another participating institution. This will help create strong relationships between participating students that are sustainable and offer an opportunity for friendship, mentorship and support to participants.

2. Research on development of cultural intelligence: the research component of this project, led by the University of Victoria Co-operative Education and Career Services, involves measuring the development of cultural intelligence (© Cultural Intelligence Centre) in participating students.

Partnering institutions will present their perspectives on this project, which has already seen 24 students participate in the first year of the exchange. An overview of the project will be provided, and the unique features of the project will be discussed, along with the benefits gained and lessons learned. Come and learn about the participating institutions, and what it takes to implement a complex project of this magnitude!

Keywords: Co-operative Education, Exchange, Mobility, Twinning, Cultural Intelligence

Stephanie Sullivan, Senior Co-op Coordinator, Steinbright Career Development Center, Drexel University (U.S.); Terri Alderfer, Cooperative Education Coordinator, Drexel University (U.S.)

“Engaging Students through a Co-op Student Organization”

Engaging with students is a continuous challenge with students juggling the competing demands of academics and experiential learning. In recent years, the Steinbright Career Development Center (SCDC) at Drexel University has found success in connecting with students through Kappa Theta Epsilon (KTE), a national honor society founded to recognize students for exemplary academic and professional performance. Partnering with this student organization has given the SCDC the ability to incorporate high achieving students into departmental events, including career fairs, workshops, and career development course presentations. The inclusion of student perspective provides a more meaningful connection for current and future co-op students preparing for their work experiences. KTE members have coordinated peer resume critiques for over 150 students each year and most recently hosted a networking event for co-op students and employers. This approach has proved beneficial to the SCDC, KTE members, and the larger student population. The panel session will feature KTE members’ and SCDC staff advisors’ experiences in developing a successful student organization which engages the general student body, employer partners, and the Steinbright Career Development Center.
Paper Presentations

Jenny Baechler, Lecturer, School of Business Dalhousie University (Canada)
Supporting Presenter: Ally Howard, Corporate Residency Manager, Management Career Services, Dalhousie University (Canada)
Supporting Authors: Anna Cranston, Director, Management Career Services, Dalhousie University (Canada)

“Co-creative Learning: Dynamic synergies between academic faculty, career services professionals and employers in the design and delivery of a pre-experiential MBA program”

Co-creative learning, the process by which multiple stakeholders including students, employer partners and faculty/staff collaboratively design and deliver an MBA curriculum through ongoing consultations and feedback mechanisms, is at the core of Dalhousie University’s new Corporate Residency MBA program. The concept is especially noticeable in the dynamic interaction between faculty, staff and employer partners in the 8-month paid work experience and the 22-month leadership curriculum entitled Personal and Professional Effectiveness (PPE). This paper will further explore both the merits of co-creative learning within the context of the Dalhousie CRMBA and the more practical details related to managing this complex set of relationships for the benefit of all stakeholders. A series of four vignettes will be presented as a lessons learned exercise around several innovative initiatives that exist within the broader curriculum. These vignettes will include reflections on 1) a 5-day student orientation that weaves input and content from employers and career services professionals into a series of PPE activities, 2) a corporate residency work experience that includes academic assessments, personalized coaching and professional feedback, 3) a program advisory council on which a group of employer partners provide advice and feedback to both faculty and the career services team and 4) a preliminary admissions interview tool design and used jointly by the career services team and PPE faculty to get a sense of the “employability” and “coachability” of prospective students.

Keywords: cooperative work experience, MBA, management education, admissions, leadership

Gregory Baxter, Pro Vice-Chancellor, Students and Learning & Teaching (SALT), Victoria University (Australia); Judie Kay, Associate Director Learning, Work and Career development (Australia)

“Are we there yet? Outlining leadership strategies used to transform Victoria University through embedding work integrated learning into all courses”

Victoria University has long recognised Learning in the Workplace and Community (LiWC) - VU’s term for WIL - as an important educational framework which can augment its learning and teaching practices. In 2008, VU embarked on a strategic University-wide approach to embed LiWC activities into all courses to enhance the student experience and enable our students to become work, future and career ready.

This presentation will examine the leadership and management strategies that guided this major change process, the actions taken over a 3 year period (2008-2010) of intense and intended LiWC implementation; and analyse and evaluate both the outcomes and effectiveness/impact of these strategies.

As VU’s LiWC strategic initiative has both required and created a collective shift in workplace culture, this paper will also examine the workplace changes that have occurred and discuss the complex challenges inherent in such a major organisational change program.

Key words: Organisational Change, leadership, learning in the workplace, community

Thomas Pascal Brown, Senior Lecturer, Unitec Institute of Technology (New Zealand)
Supporting Author: Celine Kearney, Lecturer, Canterbury University, Christchurch (New Zealand)
“A Critique of Migrant Co-op Students’ Reflective Journals as a Way of Exploring New Zealand Workplace Culture and Personal Identities”
The use of journal writing to support language acquisition and learning in co-operative education placements has received much comment and analysis. This paper presents the findings from a research project that asked “What can students’ journals tell us about their understanding of NZ workplace culture and themselves, during their co-operative educational placements? Analysis draws on Clark and Ivanic (1997) who explore three aspects of the writer’s identity in their writing: the autobiographical self, the discoursal self (i.e. the writer’s representation of her/himself in the text) and the self as author (i.e. the presence of the author in the text). The adult migrant and international students were enrolled in either New Zealand Culture or Employment in a Globalised World papers in a New Zealand tertiary institution. The research found that the journals are a rich source of data about writers’ personal, cultural and authorial identities and enlightening on how they engage with the New Zealand workplace and culture.

Keywords: Migrants, ESL, reflective journals, Workplace Culture, Personal identities

Thomas Pascal Brown, Senior Lecturer, Unitec Institute of Technology (New Zealand)
Supporting Author: David Cooke, Senior Scholar, York University (Canada)
“Cooperative Education for Migrant Students: A Critique of Models and Resources for English language courses for work”
The paper critiques models for adult English language courses that include a co-operative education or work integrated learning (WIL) component in the curriculum. The paper also evaluates teaching and learning resources that will engage the students with real-world, authentic, language and content learning before their co-operative placements.

Keywords: Migrant students, ESL students, Co-op models, ESL resources, curriculum

Kevin Carlson, Educational Development Officer, Educational Development Centre, The Hong Kong Polytechnic University (Hong Kong)
Supporting Presenters: Dorinda Fung, Director, Student Affairs Office, The Hong Kong Polytechnic University (Hong Kong); Kannass Ching Man Chan, Senior Project Officer, Educational Development Centre, The Hong Kong Polytechnic University (Hong Kong)
“Identifying groups of students in WIL: Do they get different things from WIL?”
It is useful to attempt to identify different groups of students in WIL - as these differences may have ramifications for program design and evaluation. Intuitively, one way students could differ is what they gain out of the WIL experience. Multi-dimensional scaling is used in this study to examine if students fall into different groups marked by differential learning outcomes. The data are from 1,486 students completing an institution-wide exit survey about their overall WIL experiences. Students rated their gains for 12 specific learning outcomes, and these data were used to form student groups via cluster analysis. Three groups were generated “best described as high (46.3% of sample), medium (40.3%), and low (13.4%)” as on each and every one of the 12 learning outcomes the group means were pervasively and consistently high, medium, and low. A multinomial logistic regression (using the medium group as the reference category) revealed that both contextual and support factors predicted group membership. Interest and challenge, as well as both quantity and quality of feedback, were contextual factors predicting both high and low group membership. In terms of support, having a workplace person (formal or informal) that the student could approach for help predicted both groups also. In addition to these commonalities, a number of unique factors (both contextual and support) were revealed as predicting only higher or lower outcomes. These findings will be discussed in terms of sufficient conditions for an adequate WIL experience versus those that make the learning experience exceptional.

Keywords: Learning Outcomes, Contextual factors, Institutional Support, Classifying students
Kevin Carlson, Educational Development Officer, Educational Development Centre, The Hong Kong Polytechnic University (Hong Kong)

Supporting Presenters: Dorinda Fung, Director, Student Affairs Office, The Hong Kong Polytechnic University (Hong Kong); Kannass Ching Man Chan, Senior Project Officer, Educational Development Centre, The Hong Kong Polytechnic University (Hong Kong)

“Student-perceived learning outcomes: What are they learning and how does the work context affect these outcomes?”

This study examines the specific student-reported learning outcomes from an institution-wide exit survey, querying students about their overall experience in a compulsory WIL program. This survey also assessed the perceived work contexts that students experienced, allowing for empirical investigation of the relationships between these contextual variables and the student learning outcomes. The sample consists of 1,486 undergraduate students at a university in Hong Kong that requires at least one WIL placement for successful completion of undergraduate programs that are government-funded. Students were generally positive about their learning gains in these WIL experiences â€“ in particular, developing a good work attitude, communication and collaboration skills, problem-solving skills, and gaining a better understanding of the workplace environment. In addition, students doing placements outside Hong Kong reported fairly strong language gains in their non-native languages (e.g., English, Putonghua/Mandarin). Relatively speaking, students reported lesser gains related to connecting their placements and the workplace with their academic studies. However, these learning gains were not absolutely low, just relatively so. In relation to contextual influences on learning outcomes, the most influential factors were the placement being seen as interesting and challenging and getting feedback focused on improving workplace competence. Also, students’ own efforts - especially efforts to learn by observing others - related to student learning. Overall, the results showed a differential pattern where different contextual factors affected different sets of learning outcomes. This paper presentation will discuss these findings in relationship to providing students with appropriate work contexts - depending on the learning outcomes desired.

Keywords: Learning Outcomes, Contextual factors, Workplace environment

Cheryl Cates, Director, Center for Cooperative Education Research and Innovation, University of Cincinnati (U.S.)

Supporting Presenters: Kettil Cedercreutz, PhD, Associate Provost, University of Cincinnati (U.S.); Gayle Elliott, Associate Professor, University of Cincinnati (U.S.); Michelle Clare, Assistant Professor, University of Cincinnati (U.S.)

Supporting Author: Kurt Olausen EdD, Director International Programs, University of Cincinnati (U.S.)

“Becoming globally engaged citizens through cooperative education, internships or other forms of work integrated learning: An Assessment Strategy”

Becoming a globally engaged citizen is about more than world travel. It’s about the intersections of people and cultures. It’s about supply chains of materials, people and human capital that work together to sustain successful projects. It’s about seeing how local projects and local solutions are applicable across community boundaries. With this in mind the University of Cincinnati is beginning to ask questions such as: Did you have the opportunity to travel outside the United States as part of your co-op job responsibilities this quarter? From within the US, did you have significant interaction with co-workers who are originally from other countries and are now at your domestic location? From within the US, did you have the opportunity to work on projects or products designed to be implemented or sold in a country outside of the US? And From within the US, did you work on a project with your co-op employer’s partners, subsidiaries, suppliers or customers located outside the US? Preliminary results from this shift in focus will be discussed along with the broader issue of the importance of asking the right assessment questions to move
your program forward. With the right questions, we can steer students’ frame of reference. As we steer their frame of reference we can lead them towards becoming globally engaged citizens no matter where they participate in cooperative education, internships or other forms of work integrated learning.

Keywords: globally engaged citizen, assessment, cooperative education, question selection, assessment strategy

Cheryl Cates, Director, Center for Cooperative Education Research and Innovation, University of Cincinnati (U.S.)

Supporting Presenters: Kettit Cedercreutz, PhD, Associate Provost, University of Cincinnati (U.S.); Michelle Clare, Assistant Professor, University of Cincinnati (U.S.)

“Advancing Scholarship in Co-op, Internships and WIL through Publishing in our Scholarly and Trade Journals”

As the scholarly journal for WACE, the Journal of Cooperative Education and Internships: an international journal for collaborative and work integrated learning is dedicated to the advancement of work-integrated learning, to a strong focus on research associated with work-integrated learning, and to the development of a global view of work-integrated learning through the publication of thoughtful and timely articles. Adding to this historic publication, Experience Magazine seeks to fill a void in the field by offering access to publishing in a more practitioner oriented trade journal. This session will offer attendees step by step instructions on how to publish their work in each of these two journals while offering additional updates on the direction and scope of these journals as they move forward with historic changes to address the needs of the field.

Keywords: scholarly journal, publishing, trade journal, research, academic journal

Marion Drescher, Corporate Human Resources, Bohler-Uddeholm AG (Austria)

Supporting Presenter: Johannes Haas, Head of Study Program, Production Technology and Organization, FH Joanneum University of Applied Sciences (Austria)

“BÖHLER-UDDEHOLM International Work Integrated Learning Programme”

- BÖHLER-UDDEHOLM is a leading international specialty steel and materials company with a focus on tool steel, high-speed steel, special engineering steel, valve steel and forged parts.
- BÖHLER-UDDEHOLM markets its products and services on all continents and operates wholly owned sales subsidiaries in roughly 50 markets.

For many years close partnerships with regional universities have played an integral part in recruiting and human resources management just as well as in research and development. For more than five years now BÖHLER-UDDEHOLM has also been employing engineering and material science co-op students from universities in Graz, Austria and Wetzlar and Düsseldorf, Germany. The obvious benefit of this close and continuous cooperation motivated the Corporate HR department of BÖHLER-UDDEHOLM to design an additional internal programme for all currently engaged students to enhance the development of specifically needed competences of the future graduates.

Within the past three years, up to 16 students and young graduates from production and sales companies in five countries (Austria, Germany, Sweden, Brazil, and UK) were given additional training twice a year with the following goals:

- Key Skill development.
- Problem solving on real cases for the involved companies.
- Involving BÖHLER-UDDEHOLM top management.
At the end of the “working on cases” phase, students, project coaches and key stakeholders from the company and the universities joined in a reflection of the design of the program set up to decide on the future and sustainable structure of the project. The presentation will give an insight into a multinational company’s effort to take the initiative in producing added value for higher education WIL programmes by offering specific training and real life tasks to enhance student learning and corporate involvement.

Maureen Drysdale, Associate Professor, St. Jerome’s/University of Waterloo (Canada)

Supporting Presenters: S. Dressler, University of Central Florida (U.S.); K. Johansson, University West (Sweden); E. Nehls, University West (Sweden); L. Svensson, University West (Sweden)

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“Different or Similar? Comparing the Attributes of Students in Cooperative Education or Work-Integrated Learning Programs in Four Countries”

This project examines the relationship, on an international level, between co-op and work-integrated learning (WIL) and certain psychological variables believed to play an important role for success in post-secondary education and the labour market. There are three goals within this project:

-Firstly, to discover if students enrolled in a co-op/WIL program share or have different attributes than students enrolled in a traditional non co-op/non-WIL program. To achieve this, the attributes of students enrolled in a co-op/WIL program will be compared to their traditional counterparts in each country (Co-op/WIL x Non Co-op/Non-WIL for each country).

-Secondly, to determine if the differences and similarities are consistent between countries. To achieve this, the differences and similarities within each country will be compared across each country (Co-op/WIL x Non Co-op/Non-WIL x Country).

-Thirdly, to determine if the attributes of the students enrolled in co-op/WIL change as they progress through their program. To achieve this, the attributes of students in each year will be compared (Co-op/WIL x Year of study x number of work terms).

-Other variables such as gender, age, major/specialization, and work-term satisfaction will also be examined.

Students from four countries (Canada, Sweden, England, and the USA) completed the same online questionnaire measuring self-concept, self-efficacy, hope (goal-setting, goal achievement), procrastination, motivation, study skills, and work ethic. The findings will be presented and discussed in terms of their importance in understanding co-op and WIL programs on an international level and their importance in the transition to the labour market.

Keywords: Cooperative Education, Work-Integrated Learning, Student Attributes, School-to-Work Transition, International Comparisons

Neeta Fogg, Research Professor, Drexel University Center for Labor Markets and Policy (U.S.)

Supporting Author: Dr. Paul E. Harrington, Professor and Director, Drexel University Center for Labor Markets and Policy

“A Comprehensive Assessment of Co-op Job Quality”

The recent recession has resulted in a sharp decline in employment in the United States. Among college graduates, the adverse effects of the recession have primarily manifested in rising mal-
employment or employment in occupations that do not require college level knowledge, skills or abilities. This rising mal-employment problem among college graduates means that cooperative education programs that provide high quality work experiences and access to college labor market jobs can serve to improve the economic returns to an undergraduate college degree. Most co-op quality assessments focus on selected indicators of quality from surveys of participating students. Together, these quality assessments have identified multiple components of a high quality co-op program. This study presents a new statistical methodology to generate a comprehensive estimate of job quality (called the composite relevance index or CRI) that measures the skills, abilities, knowledge, and work activities utilized on the co-op job by participating students from different major fields of study.

Using this methodology, the authors have produced separate national benchmark CRIs for 58 major fields of study from the actual experiences of incumbent workers in occupations related to these major fields and prepared customized surveys for each major field to produce a CRI for the co-op job of students from these major fields. Co-op job quality is measured by the proximity of the co-op job CRI to the national benchmark CRI and from comparisons of the ratings of different aspects of the job by co-op participants with those of professionals in the national labor market.

Mary Ellen Ford, Assistant Director of Curriculum Development and Academic Integration, Steinbright Career Development Center, Drexel University (U.S.); Tess Smith, Sr. Coordinator (International Co-op), Steinbright Career Development Center, Drexel University (U.S.); Natalie Traher, Associate Director for Co-op Education, Steinbright Career Development Center, Drexel University (U.S.)

“The Economic Downturn: Opportunities out of Challenges”

The worst economic downturn in the U.S. economy in 60 years presented an immense challenge starting in 2008 for career centers around the world. The Steinbright Career Development Center (SCDC) at Drexel University looked upon this challenge as an opportunity to create and implement a number of targeted initiatives to help cooperative education students. This presentation will highlight three of those programs.

The first of these efforts was the Job Development Initiative (JDI). Drexel had suffered the loss of over 1248 co-op jobs which proved challenging in the placement of over 4200 co-op students. The JDI developed and implemented a series of creative strategies for recovering and creating new co-op positions. More than 25 projects were developed and implemented by the SCDC staff over 15 weeks in the summer and fall of 2009. These efforts resulted in the creation of 1300 jobs. A second initiative was undertaken to focus on the individual needs of those students who were having trouble finding co-op positions. Operation Stay Late (OSL) was a three-week long program of workshops and one-on-one counseling targeted to the specific needs of unplaced students. Conducted after normal working hours, members of the SCDC volunteered to staff these additional hours.

It was also apparent that students having difficulty finding co-op positions might also experience difficulty in future job searches. To assist these students, a 10-week course, The Leadership Class, was developed. Presented by SCDC staff and current co-op employers, each week focused on a different career development topic.

Orhan Gokcol, Professor, Faculty of Engineering, Bahcesehir University (Turkey)

Supporting Presenter: Dr. F. Tunc Bozbura, Bahcesehir University (Turkey)

Supporting Author: Shirli Ender Buyukbay, Local Authority of Education of Istanbul (Turkey)

“The Role of Co-op Model to Foster Entrepreneurship in Higher Education”

Entrepreneurial spirit in university graduates increases innovation, job creation, and competition in market place. Entrepreneurial skills are the most demanded ones, where today, governments and societies worldwide seek to introduce a range of different programs and encouragement to
support entrepreneurship in university students. Multi-disciplinary nature of entrepreneurship is mostly omitted and it is seen as being a part of business schools. It still remains unclear if higher education acts as a successful transmission mechanism for the promotion of entrepreneurship (Greene and Saridakis, 2008).

CO-OP combines classroom-based education with work experiences, enables cooperation and contact between university students and company professionals. From this point of view, CO-OP model may be used as an effective tool to enhance entrepreneurial skills of the students. This approach can be considered as an entrepreneurship focused CO-OP (EN-COOP) where a new extension is made to the company and university joint work: planning the activities to enhance entrepreneurial skills on the student side. EN-COOP constitutes four dimensions:

1- Creating a knowledgebase on the student side to improve innovation and creativity,
2- Teaching theory of the inventive problem solving (TIPS) techniques,
3- Guiding students in creating their own ideas,
4- Helping students to create companies.

The model aims at giving students the opportunity to develop their own entrepreneurial skills with the help of mentoring on the CO-OP company side and academic knowledge on the university side. In the full-text version of this paper, the implementation details of new model will be discussed with in a CO-OP environment.

Keywords: Entrepreneurial CO-OP, Entrepreneurship

Johannes Haas, Head of Department Production Technology and Organization, FH Joanneum University of Applied Sciences (Austria)

Supporting Presenter: Mrs. Angela Schoepfer, FH Joanneum University of Applied Sciences (Austria)

“Strategic Recommendations from the WACE International Symposium Academic Salons in Graz, Austria”

In June 2010, at WACE’s 8th International Symposium in Graz, 14 Academic Salons were conducted on a wide variety of topics concerning strategic issues for the future of Work Integrated Learning and Cooperative Education on a global scale. Topics included: Engaging Faculty & Enhancing Outcomes towards Academic and Professional Progress of Students; Globalizing WIL Programs; Developing & Sustaining WIL Partnerships in a Down Economy; Creating Models of Learning Integrated Work (LIL); Preparing Students for the Changing Nature of 21st Century Careers; Creating new quality in Industry - HEI partnerships; What Co-op can learn from other WIL strategies; Research Integrated Education - Best and Next Practices.

All participants in Graz joined in defining important topics and key issues to be addressed by national and international organizations within WACE, by individual universities and by corporate partner institutions. The presentation will give a detailed insight to the results and specific recommendations produced in all Academic Salons. It will also relate these results to ongoing activities within WACE and draw conclusions for future priorities. These will be reflected with the participants of this workshop.

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

“Cooperative Education Programs in the Science and Engineering with Teams Made up of a Mix of Postgraduates and Undergraduates”

We developed "Co-op practice in the science and engineering (work integrated learning)” at The University (RU) in 2010. In this practicum, teams made up of a mix of postgraduates and undergraduates were given projects in the science and engineering developed by some
companies. The teams have to solve some technical problem in six months. The practicum is
designed to enable the postgraduates to take up leadership roles in project management and
contribute to their area of specialization.

Taxonomy is widely used to identify an educational target. Taxonomy can be viewed in three
areas "cognitive domain", "affective domain", and "psychomotor domain". We conducted a
three-dimensional evaluation process of postgraduates and undergraduates who had completed
the entire co-op practice course as follow:

(1) Self-evaluation by students.
(2) Mutual evaluation in student teams.
(3) Objective evaluation by an academic advisor.

We drew up twelve common evaluation indicators that apply to all the three-dimensional
evaluation processes. These twelve indicators are categorized in the application of academic
knowledge, the team activities, the ability to discover and solve issues and their values.

As a clue to analyze the active status of team activities, we added a leadership category that
consists of team operation, team management, and attention to member indicators. We then used
these fifteen evaluation indicators for this study.

In essence, RU’s cooperative education programs in the science and engineering should be
classified as “educational programs that reaffirm both the enjoyment and significance of
university education.”

Keywords: Co-op practice in the science and engineering, work integrated learning, three-
dimensional evaluation process

Dachao Hu, Professor, Shanghai Institute of Technology (China)
“Training Outstanding Engineers by Co-operation Education between University and
Corporation”

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 our school 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: Cooperation education of university and corporation, Teaching pattern, Graduation
design (thesis)

Masahiko Itoh, Professor, Sendai National College of Technology (Dept. Of Mechanical
Engineering) (Japan)
Supporting Presenter: Yasuo Utsumi, Professor, Sendai National College of Technology
(Regional Innovation Center) (Japan)
“Activity Report of Intellectual Property Student Advisory Office at Sendai National
College of Technology in 2010”
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 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 center 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 2010.

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

Judie Kay, Associate Director, Learning, Work and Career Development, Victoria University (Australia)

Supporting Authors: Gary Edens, Associate Vice President and Dean of Students, The University of Texas at El Paso (U.S.); Colin Macdonald, Director Student Engagement, Victoria University (Australia); Gaon Mitchell, Project Officer, Students as Staff, Victoria University (Australia)

“Expanding horizons: Enabling international WIL for non traditional students across two continents by leveraging on campus employment”

This presentation will overview the outcomes of an innovative exchange pilot intentionally designed to support and enable non traditional students to participate in international WIL experience through on campus employment. The outcomes of this pilot have now informed an expansion of the exchange model in 2011. The pilot leveraged a long standing comprehensive partnership between two institutions, University of Texas El Paso (UTEP),USA and Victoria University (VU), Australia. Both institutions have similar missions and face similar challenges in providing educational opportunities for their student cohorts. VU has one of the most culturally and linguistically diverse student populations in Australia whilst at UTEP more than 75 percent of the student population is Mexican-American. An international WIL experience is beyond the reach of many students at both institutions without the availability of support and paid employment. Utilising existing on campus employment programs and processes, the pilot combined study and an on campus paid WIL experience for students. Five departments in each institution undertook to employ students from the partner institution for 20 weeks in 2010 enabling the pilot program to successfully exchange 5 students from each institution. Outcomes of the pilot were overwhelmingly positive for all participants. Students reported enhanced graduate capability skills, personal development, cross cultural awareness and independence. University staff were equally positive about the pilot both from the university perspective generally as well outcomes from having a student employed in their area from the partner institution.
Significant success factors included the structured nature of the program designed to support students with little experience of travel or living independently, support from the leadership of each institution, high levels of commitment and support from on campus supervisors and co-workers and flexibility and goodwill between the institutions in overcoming numerous administrative and logistical issues.

Keywords: non traditional students, on campus employment, international exchange, graduate capability skills

Monica T. Kennedy, Associate Professor, University of Canberra (Australia)

Supporting Author: Karyn Ward, University of Canberra (Australia)

“From provider to partner: shifting perspectives in a professionally oriented university”

There is a pervasive and increasing demand for higher education that satisfies employer requirements for graduates with relevant and contemporary professional knowledge and skills. Governments in many countries are committed to encouraging employers and universities to work together in order to develop more flexible ways of learning to meet economic and workforce development needs (Durant, Rhodes and Young 2009: 10). However, university cultures are built upon traditions and values which privilege empirically derived knowledge and the transfer of that knowledge from expert scholar to receptive learner. This paper describes an holistic approach by one university to stimulate cultural change. The issues confronted and the solutions derived are explored with reference to higher education administration and contemporary learning and teaching literature. Cultural change was achieved through employer engagement, and a process of creative, yet pedagogically sound, curriculum development that was embraced across the university.

There were a number of issues confronted in the carriage of this major cultural change which included: understandings and expectations about university studies and students; academic staff expectations of university work; and employer requirements and preferences for graduates (Milne, Kennedy, & Ward, 2009). The surmounting of these issues required what Light (2009: 160) describes as a paradigm shift â one in which work based knowledge is validated and in which the workplace is recognised as at least as effective in generating valuable knowledge as is the university. The ability of Universities to investigate their own knowledge in the real world rather than claiming the role of validators of work situated knowledge (Barnett, 2000) provides a space for parity in relationships between partners. An important lever in the change process at the case organisation has been one of aligning traditional values in higher education with the new perspectives - illustrating the ways in which this engagement can support student success and enrolment growth as well as research and publication â measures all linked with university funding. The buy-in is achieved by a clear leadership vision in which the relationship between traditional values and new drivers are articulated and linked to performance.

Keywords: university culture, epistemology, employer engagement, academic expectations

Robert Laslett, Adjunct Associate Professor, FLSS, Swinburne University of Technology (Australia)

Supporting Presenter: Neil I. Ward, Chemical Sciences, FHMS, University of Surrey (UK)


Chemistry, University of Surrey (UK) and Swinburne University of Technology (Australia) have been involved in an international work integrated learning (WIL) student exchange programme for more than 20 years. Students undertaking a 4-year chemistry-based undergraduate degree course spend 12-months on placement at a chemical company in numerous countries, such as, the UK, Australia, Canada, New Zealand, etc. Most students feel that this type of WIL experience is “fantastic” and provides the opportunity to develop academic and future career competencies along with broadening their personal and cultural ideas. Cultural development, including personal
development, language enrichment and learning about one’s national and international identity may be more rewarding credits of the overseas placement experience. Many former WIL students cite that their international placement played a major role in their career development, and the challenges they had to confront and resolve provided a strong backbone for dealing with future problems. Moreover, many reported that a major bonus of international WIL was that they meet their future partner and the multi-lingual and culture learning outcomes have changed the way they address the upbringing of their own children. More outcomes will also be reported.

Megan Le Clus, Lecturer, Edith Cowan University (Australia)

“Three lenses of work-integrated learning”
The Australian higher education sector is increasingly responding to pressure from the government, industry, and community to act in response to skills shortages and the demand for job-ready graduates. One way of developing graduate attributes and employability skills has been the development of work-integrated learning (WIL) programs.
The paper focuses on a WIL program offered to “Business Edge” students in their final year of study in the Bachelor of Business at Edith Cowan University in Western Australia. “Business Edge” is a set of four integrated units that focus on providing students with the skills, attributes and competencies identified as important by potential employers. The capstone unit, BES3100 Business Career Development, focuses on the wider political, socio-cultural and economic context in which businesses operate. In this unit, as part of the final assessment, students are invited to apply for a WIL placement and successful candidates are given the opportunity to spend time in a business and then submit an assessment related to their experience.
From the lens of each participant, this paper will explore and discuss the affordances and constraints for students, Unit Coordinators, and industry supervisors when WIL is incorporated into the curriculum.

Keywords: Work-integrated learning, Employability skills, Affordances and constraints

Bernard F. Lentz, Vice Provost for Institutional Research, Drexel University (U.S.)
Supporting Presenter: Grant M. Holland, Co-op Research Assistant, Drexel University (U.S.)
Supporting Author: Mikhail Alloy, former Co-op Research Assistant, Drexel University (U.S.)

“Estimates of the Impacts of the Varieties of Work-Integrated Learning: Evidence from Ten Years of the Baccalaureate and Beyond Survey”
An extensive review of the economics, education, and psychology literature reveals no published nationally representative studies that have compared the differential impacts of the varieties of work integrated learning on college graduates’ earnings in the United States. This study compares the earnings outcomes of five types of work integrated learning (internships, cooperative education, apprenticeships and simultaneous, full-time and part-time work during college) to earnings of college graduates who lacked work experience during college. Utilizing data from the 1993-2003 Baccalaureate and Beyond Longitudinal Survey, we were able to track the earnings of college graduates over a ten year period post-graduation and create two separate earnings analyses to investigate implicit hourly wages both one and ten years after graduation. Beyond the widely used and accepted controls for education, occupation, gender and race/ethnicity, our models include several non-traditional variables, such as immigration status, personal job expectations, and family background to help control for potential biases that are arguably associated with work integrated learning. Controlling for over seventy other variables, we find statistically significant returns to earnings from co-op (but not internships) for college graduates over the entire ten year period. Thus, our research may help dispel employers’ common misconception (NCCE 2006) that there are no real differences between internships and cooperative education. The greater returns to co-operative education found in this research could
add to the impetus to appropriate funding for the expansion of co-op authorized in the Higher Education Opportunity Act of 2008.

**Keywords**: cooperative education, internship, earnings, unintegrated work experience, pre-college work experience

**Dr. Mark K. Loken, Faculty of Management, Vancouver Island University (Canada)**

**Supporting Presenter: Dr. John R. Mallea, President Emeritus, Brandon University (Canada)**

**“Canadian Precursors of the Global University”**

The idea of the global university is a powerful metaphor and is one reason why it is attracting increasing attention among university leaders and the scholarly literature. Another is the way world-class research-intensive universities routinely describe themselves as global institutions. A less travelled path is one where a broader and more inclusive concept of the global university finds expression in teaching and community service as well as research.

This more holistic and inclusive approach is illustrated by the innovative policies and practices being adopted in Canadian universities, and expressed in university mission statements, strategic plans, the establishment of global research institutes, and study centers and programs. These innovations, moreover, are valuable in and of themselves. But they are even more significant, we argue, as harbingers of broader institutional change. Their implications for future university policy and practice are profound. They also provide early and supportive evidence that the idea of the global university will, as no other concept or model, provide the global universities of the twenty-first century.

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

**“WIL- Stakeholder expectations in the hospitality industry”**

Work Integrated Learning (WIL) at an institution such as the Vaal University of Technology, is a mechanism to assist students and other stakeholders to benefit from what should be a mutually beneficial engagement. This paper analyses who the different stakeholders are in WIL attachments with the hospitality industry in particular, and also tries to show what each of these stakeholders expects from the partnership. The stakeholders are the students, the university and the employer.

Mothata (2000) defines WIL (previously referred to as experiential learning) as the "learning through experience rather than through books or formal study". He explains work experience as the "placement of a student or trainee with an institution, company or organisation to give experience in the working environment". This is especially important in the South African hospitality industry which is growing in leaps and bounds. One could say that WIL is learning through real-life experiences in the industry, as opposed to learning from formal study in classroom situations alone. It enables graduates to secure jobs in the market with greater ease, some even obtaining job offers during their WIL industry attachment. Knowledge of who the stakeholders are is thus very important. As students are our foremost clients, universities should put in place beneficial measures such as meaningful WIL in order to ensure that students receive the best service we can provide whilst simultaneously meeting the needs of the industry.

Hospitality industry expects more from students than any other industry, therefore, institutions of higher learning should well prepare their students.

**Keywords**: Industry, Stakeholder, Expectations, Students, Universities

**Tryphinah Mosima, Acting Regional Service Centre Manager, Unisa (South Africa)**

**“Graduateness’ through Work Integrated Learning”**

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 student employability and professional effectiveness during their placements.

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

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

Supporting Authors: Dr. Strinivasan Pillay, Durban University of Technology (South Africa); Mr. Brian Forbes, SASCE (South Africa)

“An investigation into the human resource capacity needs to facilitate learner support for WIL in the curriculum at a UoT. A case study of DUT”

There is a growing need to investigate and improve the human resource capacity as well as to determine the qualities and competencies of all co-operative education practitioners in order for them to facilitate learner support of work integrated learning in the curriculum of different programmes within the UoTs. The key objective of WIL is to expose the students to actual working environment so that they can become value-added graduates preferred by employers. The general model that is utilized by UoTs such as DUT is that students, after completing their course work, would first be required to take part in a Work Preparedness Skills Workshop, which is followed by placements in industry or programmes where work integrated learning can take place. This type of learning is continuously monitored and assessed or evaluated in order to measure the desirable outcomes.

In this investigation, co-operative education practitioner refers to everyone who takes part in the facilitation of WIL e.g. WIL Co-ordinators, Learner Support Practitioners, Co-operative Education lecturers, Placement Officers, University Mentors, Academic Staff. These practitioners play a significant role in ensuring the smooth running and quality management of WIL. The challenges revolve around the fact that these co-ordinators should be multi-skilled, have not received a formal training for the duties that they are expected to perform and in most cases they have a lecturing load. Another challenge is that students are inadequately prepared before being placed to do WIL. Also, the co-operative education practitioners as well as external partners are not sufficiently supported to drive this challenging work. As a result, this has an adverse impact on the student as they would drop out or perform badly on this programme. It must also be mentioned that these students originate from different backgrounds.

Keywords: learner support, co-operative education practitioners, work integrated learning, placements, university of technology
Nicole Napoleon, Co-op Coordinator, Steinbright Career Development Center, Drexel University (U.S.); Mark Gress, Employer Relations Coordinator, Steinbright Career Development Center, Drexel University (U.S.)

“Increasing Faculty Integration in Cooperative Education Programs”

There are many obstacles to creating a partnership between academic and cooperative education programs, but the rewards of collaboration should incentivize meaningful efforts to create cross-campus alliances. This presentation will discuss the difficulties of increasing faculty integration and how those challenges can be overcome.

A survey of Drexel University faculty created a strong basis for understanding what information about the co-op program interested faculty and provided insight into how the department could work best with this group. By utilizing the information gathered, the Steinbright Career Development Center has made efforts to educate faculty about the services available to students and has become more involved with new faculty orientation, attending departmental meetings, and extending invitations to our workshops, information sessions, and career fairs. Additionally, the Steinbright Career Development Center has undertaken projects to increase partnership with faculty, like including success stories of faculty-led research co-op opportunities in SCDC newsletters and working with other departments to create developmental learning activities that combine professional experience with academics. Faculty integration also requires an educational component for students to ensure that they are learning appropriate methods to network with faculty as they seek research co-op opportunities. The presentation will include the different strategies attempted at Drexel University to increase faculty integration, success stories, lessons learned, and discussion about how these ideas can be applied elsewhere.

Eddy Nehls, Professor, University West (Sweden)

“How to grasp learning, in between”

Work-Integrated Learning (WIL), in a broad understanding of the concept, is here regarded as a process that takes place in between work, academia and society. This paper deals with this in between because it is an important yet often neglected area that can and should be taken in to consideration much more when one talks about WIL. Proposals for an epistemology (a theory of how knowledge is produced) that can be used to gain a better understanding of how to make use of this in between can be found in the writings of the French philosophers Gilles Deleuze and Felix Guattari, where they argue for the importance of making a distinction between a discussion and a conversation. With inspiration from Deleuze and Guattari this paper puts forward understandings of what it means to think in terms of in between. Another important theme is the question of how to think of the world as an open ended process of becoming. The paper is also putting forward examples on how to create and maintain in between spaces for learning, and how to organise and make visible the learning outcomes that are generated there. To make use of the concept of WIL I argue that it is important to regard it as a constant process of interaction and becoming. Equally important is it to understand that the actual outcome of this process, by definition, can’t be determined in advance! What this paper tries to do is to develop the theoretical foundation of WIL, and also disseminate the insight that WIL is, and must be regarded as an open ended process, based and dependent on the collaboration between different actors. In other words, for learning to occur in between, we need an epistemology that everyone understands and adheres.

Keywords: Deleuze, Learning, In between, WIL, Epistemology

Cuong Tien Nguyen, Planning and Evaluating Officer, Victoria University (Australia)

“Transition to work for onshore international students in Australia: A literature review on the effectiveness of Work Integrated Learning (WIL) models”

Work Integrated Learning (WIL) has been promoted as an effective means of linking theory and practice through meaningful experiential learning experiences. This is premised on the
philosophy that learners learn best through active engagement in meaningful activities and students are active learners and producers of knowledge. Australian institutions often use different models to facilitate the delivery of WIL to students regardless of whether they are local or international students. In designing these WIL models it is assumed that students, regardless of their background and context, desire certain outcomes which are often common to most, a one size fit all solution. This raises some concern about the relevance and practicality of WIL experiences for onshore international students who, once they acquire their Australian qualifications, will likely return and work in their own countries where the working environment and business context are sometimes markedly different.

To date there has been limited investigation into the effectiveness of a uniform application of WIL models. Anecdotal evidence shows there are deviations between local students’ outcomes and international students’ outcomes. The most recent literature in relation to the impact of WIL experiences on employment of this student cohort, including the examination of pedagogical frameworks that underpin WIL practices, the characteristics of onshore international students cohort, actual implementation of uniform WIL models and the context in which WIL experiences and learning may be translated into positive practical employment outcomes, shows the importance of further research and the need to implement an evidence based approach to WIL.

Keywords: Work Integrated Learning (WIL), International Students, Effective, WIL outcomes, WIL models

George Onatu, Head of Department of Town and Regional Planning, University of Johannesburg (South Africa)

“Factors Affecting Progress of South African Planning Students in Problem-Based Learning: A Contextual Approach Based on Work Integrated Learning Experience”

Purpose of the Study- The purpose of this study is to investigate and compare the factors affecting the progress of planning student in an environment where they are assigned to one specific task as compared to where they are assigned into multiple tasks. The paper tend to suggest way to support work-integrated learning for knowledge work as this pose great challenge to future career progression and practice.

Design/Methodology/Approach- A work place contextual model is used to compare the knowledge work and knowledge sources used in knowledge workers as it relates to planning students in the two cases selected. A structured questionnaire was used to determine the competences and performance of the student in both contexts. A formal cognitive approach as used in cognitive psychology is used to test competence performance and outcome. Other source of data based on literature review and personal interview was also used.

Findings- The work place contextual model suggest an integrated approach on knowledge workers’ work environment by connecting learning in multiple task and knowledge spaces. The competence performance approach show that students with multiple task perform better and develop more leadership skill as compared to student on only one specific task throughout the duration of work-integrated learning. Based on this competency diagnosis and competency gap can be embedded into normal working tasks and learning interventions that can inform policy and programme.

Research limitations / implication- There is need to test the validity of the model in terms of learning outcome in order to test whether the learning interventions offered by this two scenarios actually benefit the user and the organisations concerned. It is also important to compare the validity of competency diagnosis need to other standard practices.

Practical Implication- The use of competency performance approach within an organisation can be very useful in unpacking the factors affecting work-integrated learning exercise and the ability of knowledge worker to progress in chosen career.

Keywords: Work-Integrated learning, Competencies, Learning outcome, Knowledge, Workplace
Carol-joy Patrick, Service Learning Coordinator, Griffith University (Australia)
Supporting Author: Dr. Calvin Smith, Griffith University (Australia)
“How Service Learning fits as a curriculum response to the demands for increased work integrated learning experiences”
Many universities in Australia have service learning (SL) opportunities housed within specific degree programs, and some universities have institutional level goals to expand the use of SL, often as part of a broader approach to widening the engagement of students in experiences that enable them to apply their theoretical learning in a real world environments, including the not for profit sector. Australia has recently experienced burgeoning growth in work integrated learning (WIL) with many universities having goals for all students to experience WIL. Several universities are exploring an expansion of SL in the Australian context as a curriculum which fits into the range of approaches to WIL, while providing students with distinctive advantages which accrue through SL activities. This paper will explore the existing literature on SL and WIL to examine the benefits students accrue through SL activities and compare them with the benefits of WIL to examine what similarities and differences might be evidenced in the two curriculum approaches to WIL.
Keywords: service learning, work integrated learning, benefits

Renitha Rampersad, Senior Lecturer, Durban University of Technology (South Africa)
“Pedagogical Approaches to Cooperative Education in South Africa”
The pedagogy relevant to work-integrated learning (WIL) has formed a significant component of most educational processes and has become a necessity for the public relations industry in South Africa. Properly planned, designed and monitored programmes expose students to professional culture and workplace practice. This paper outlines the pedagogy underpinning WIL and uses a qualitative approach to reveal communication challenges experienced by students in the workplace. In addition, the paper highlights the ability of the students to reflect on their work experiences and to integrate those experiences with their academic lessons. The author concludes that students thrive on challenges in the public relations industry and that the capabilities they develop as a consequence can be used effectively to enhance their work performance.
Keywords: Work-integrated learning, Communication Challenges, Effective Communication, Public Relations Teaching, South Africa

Narumol Ruksasuk, Lecturer, Suranaree University of Technology (Thailand)
“Cooperative Education Network in Thailand”
In 2005 the Office of Higher Education Commission, Ministry of Education, Thailand announced the establishment of three educational networks as administrative structures in managing and developing Higher Education and as tools promoting cooperation and enhancing collaboration among Institutions of Higher Education to achieve their missions including to be able to support the nation’s policy and to participate in solving the nation’s problems. These networks are a Central Administrative, a Regional Higher Education, and a Specific Mission Network. A Cooperative Education Network is under a Specific Mission Network as its purpose is to develop cooperative education in Institutions of Higher Education. There are nine cooperative networks. The members of each network are Institutions which implement cooperative education in levels (university, Faculties, and Schools) and those whose cooperative education has not been implemented yet. The network is administered in a form of a committee. The budget is allocated by the Office of Higher Education Commission annually. The activities include promoting the understanding about Cooperative Education to the public and the people concerned for instance students, lecturers, and institutions’ personnel as well as in the workplaces. Moreover, research on cooperative education, the development of data base and staff enrichment are strongly encouraged. In addition, some cooperative networks are newly set up and the members need more experience about cooperative networks. Consequently, the
management of the networks is not as productive as it should be. In order to make the management of the cooperative networks more efficient, network administrators should focus on the development of networks in three systems namely administrative, information, and telecommunication system.

Keywords: Cooperative Education Network, Thailand

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“KliPP: A web-based interface for the administration of large volume work-integrated education within the Stockholm County healthcare organization”

In addition to providing healthcare the Stockholm County Council (SCC) shall also, in collaboration with academia, conduct research and education. The Centre for Clinical Education (CCE) was founded by the medical university Karolinska Institutet and SCC in 2008 with a mission to strengthen and develop work-integrated learning throughout the healthcare system of Stockholm County. Accordingly CCE collaborates with other universities, healthcare companies and centres, municipalities and hospital managements.

CCE is responsible for the coordination and quality assurance of work-integrated education including placements of students. A web-based software tool called KliPP (short for the Swedish name Kliniskt Placeringsprogram, Clinical Placement Programme) constitutes an important interface between (i) the university/the educational programme, (ii) the clinic, and (iii) the student. The policy of SCC is that all placements for work-integrated education must be administered in KliPP, for transparency and traceability. The use of KliPP enables accurate and efficient administration as well as quantitative and temporal follow-up of the approximately 80,000 student weeks per year.

Recently, an upgraded version was developed in collaboration with other Swedish county councils. The upgraded version, KliPP 2.0, is more reliable and provides the possibility for placement administration in such a way that it fulfills the needs of all the concerned programmes, including the Study Programme in Medicine which is characterized by a complex administration regarding clinical placements.

In the future, because of its qualities, KliPP may be used as a national interface facilitating the administration of work-integrated education across regional borders, all over Sweden.

Keywords: web-based software tool; interface; healthcare; clinical education; placement administration

Maree Simpson, Associate Professor, Charles Sturt University (Australia)

“A ‘one university’ approach to ongoing quality enhancement, student satisfaction and risk minimisation in workplace learning across geographically remote campuses of an Australian University”

This paper outlines and discusses the role of a small university-wide taskforce, chaired by the author, to facilitate a coordinated approach to addressing and enhancing aspects of student workplace learning across campuses and courses at Charles Sturt University (CSU).

CSU offers on-campus and distance education from five campuses spread across regional New South Wales, study centres in Sydney and Melbourne, Theology campuses in Canberra and the
Ontario campus in Canada. This geographical spread can pose some challenges to ensuring a consistent student educational experience.

The University had devoted significant effort to improving practice-based education and workplace learning in its courses, as part of its commitment to ongoing quality enhancement. However, additional opportunities were identified which would benefit from a focussed, coordinated approach to enhancing the student experience of workplace learning. A series of working parties or committees were established and tasked with addressing key issues to tight deadlines. The working parties were clustered by function into those addressing academic and administrative CSU staff (membership; risk and professional development); those addressing the quality of education and learning (standards for workplace learning and practice-based education); and those addressing the implementation of effective workplace learning (resource support; data management; assessment; course approvals and student feedback). This paper illustrates the pivotal role played by the taskforce in achieving those “one university” objectives.

**Keywords**: workplace learning, student experience, quality enhancement, rural

**Guntima Sirijeerachai, Vice Rector for Student Affairs, Suranaree University of Technology (Thailand)**

“Increasing Workplace Engagement for Cooperative Education: Thai’s Perspective”

Bilateral cooperation between universities and workplaces is crucial for the Cooperative Education (co-op) management. Therefore, University co-op coordinators must establish networking and develop relationship for sustainable cooperation among workplace administrators, co-op coordinators and job supervisors. This process can later build up co-op partnership that leads to mutual benefits. Moreover, not only personnel in workplaces become co-op partnerships but also faculties and students. When these graduates are in their career, they will be effective job supervisors and fully supportive in other various co-op activities. Faculties are also play a major role in co-op education as co-op advisors.

As the Director of the Center for Co-op Education and Career Development (CCECD) for 6 years, the author aims to discuss and shares her experience in establishing workplace co-op partnership making the management of the co-op efficient and continual. In addition, more cooperation on other activities are enhanced and expanded. For example, University co-op coordinators can be the first contact in providing help to workplaces as appropriate, prompt, and convenient by being ready to communicate or connect to different divisions, and departments in the University.

**Keywords**: Cooperative Education, Workplace engagement

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

**Supporting Presenter: Anama Morriss, Psychologist and Workforce Planner and Developer (Australia)**

“Using Cognitive Task Analysis to Improve Outcomes for Students on placements”

When designing cooperative education experiences or assessing students during a work integrated learning experience university staff and partners in the workplace need to decide what skills and aptitudes they should be looking for or trying to develop in the students for whom they are responsible. This paper will question the basis upon which we make these decisions and propose a new model that will assist us to make more accurate judgments and assessments about the skills needed to perform well in a variety of professions. Currently, many of the goals of WIL programs and the assessment of students is based on what professional bodies or experienced practitioners “say” are the necessary skills that need to be developed in their particular profession but up till now there has been little empirical study to accurately inform these judgments.

Evidence suggests that experts make judgments based on knowledge and core ideas they have developed but outside their conscious awareness. Reflection won't reveal the full picture. The
project that underpins this paper has begun to use cognitive task analysis methods to go beyond what is said about the skills that are needed and identify the cognitive skills that are applied by professionals. The knowledge elicitation techniques focus on the judgments, strategies, knowledge and skills that underlie expert performance. It is envisaged that the use of these methods will provide information that will enable future WIL and cooperative education experiences to be based on a more accurate assessment of the needs of a variety of professions. **Keywords**: learning outcomes, effective planning, impact of WIL

**David Snow, Co-op Coordinator, Steinbright Career Development Center, Drexel University (U.S.)**

“Cultivating Student Professionalism and Enhancing Employer Partnerships”

The onset of the current international economic plight introduced unprecedented challenges to the world of work-integrated learning. Join the presenter in a discussion that celebrates the success of strategies implemented to overcome these roadblocks against providing optimal experiential learning programming. This interactive presentation will focus on methods used to foster student development in a hiring market that strongly favors the employer. Providing the foundation for successful work experiences beginning with the initial preparation for job search activities, interviewing techniques to present the best first impression, accepting offers of hire, and exhibiting proper workplace behavior are essential tools for success that will be discussed. Reviewing the cycle of these processes and how they are interrelated will be the crux of the presentation. Ideas on building and maintaining strong employer relationships during normal and during tough economic times will be tackled as well. One particular item that will be examined is the establishment of tenets for a strong partnership at the commencement of the career development center/employer relationship. Other employer-related topics that will be discussed include expectations for mentoring, student employee education and training, the handling of workplace issues, and professional development. The more perplexing matter of addressing problems encountered at employers’ sites and collaboration between the employers and educational institution partners to resolve the rare and challenges presented by students also will be a focal point of the presentation.

**Anita Todd, Associate Director, Associate Professor, Division of Professional Practice, University of Cincinnati (U.S.)**

“Developing an Online Learning Community for Engineering Cooperative-Education Students: A Design-Based Research Study”

**Background**

Cooperative education is a work-integrated learning model where students alternate work and school terms. Limited research has been done to assess or enhance learning through work-integrated learning programs. Technical engagement of students at work through the development of an online community might be one method to enhance learning.

**Purpose**

The purpose of this study was to assess how participants’ prior experiences, design ideas, and initial testing of the community could be considered in the design of the community and how they influence the underlying instructional model of an online learning community for engineering cooperative education students.

**Design/Method**

A design-based research study was conducted. The first phase informed the design of a prototype community; the second phase examined the prototype community and suggested further changes. Data were collected in focus groups and surveys, were transcribed, coded, tabulated, and organized into themes using content analysis aligned with the model of community-based online learning.

**Results**
Significant input from participants in both phases aligned with the theory for community-based online learning model and informed the final community design. Some potential refinements to the model for community-based online learning were proposed, including emphasizing over sharing and considering the delivery platform for the online community.

Conclusion

A theory-informed design for an online community was developed and is ready to be assessed for its affect on student learning through work. Future research should assess the delivery platform and the effect of online community participation on students’ oral-communication skills.

Keywords: Online, reflection, learning, cooperative education

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“Opportunism, Altruism or Both? The motivations and barriers to employer participation and engagement in Work Integrated Learning”

An excellent higher education system and an educated workforce is a driving force behind a nation’s economic and social advancement (Bradley, Noonan et al. 2009); which is recognised by both government and industry in Australia and USA. Furthermore, undergraduates view their university education and work integrated learning (WIL/Co-op) experience as their pathway to a lucrative career upon graduation (Ricks and Van Gyn 1997; Weisz 2001). Thus, it would seem that the benefits of such training are readily transparent to all. Why then, does WIL continue to dominate educationalist concerns to such an extent?

This paper aims to share the results of preliminary research into the issues surrounding the implementation of WIL programs using a stakeholder approach. Employers, globally, are a key stakeholder in the development and engagement of WIL/Co-op programs (Coll, Eames et al. 2009; Patrick, Peach et al. 2009). They provide a practical, real world environment and current real world situations; instrumental to both a students’ academic and personal growth studies. Whilst it is universities that are responsible for providing a well-structured curricula and the framework for the WIL experience, it is employers who provide the WIL placements to facilitate the building upon this knowledge foundation by students (Orrell 2009; Braunstein 2004). What factors inspire employers to participate in WIL programs and what barriers to their engagement exist? In this paper, motivations ranging from opportunistic to altruistic and the subtleties in between will be explored.

Keywords: Employers, Stakeholder, Opportunistic, Altruistic

Adam Usher, Faculty of Arts, Education and Human Development, Learning in the Workplace and Community Project Manager, Victoria University (Australia)

“A multi-discipline multi-faceted partnership approach to Learning in the Workplace and Community”

The purpose of this paper is to outline the innovative cross-disciplinary Learning in the Workplace and Community (LiWC) partnership model being trialed in the Faculty of Arts, Education and Human Development at Victoria University. The multi-faceted model was developed in response to challenges arising out of the university commitment to every VU student having 25 per cent of their learning on the job and in the community. The model is based on the creation of holistic dialectical partnerships with industry and/or community organisations in triangular learning relationships between employer personnel, VU students and VU academic staff, consistent with the reconceptualization of 21C learning. The model is designed to respond to the challenges of developing and articulating authentic learning outcomes across a varied set of disciplines and
courses and to provide authentic learning and assessment opportunities. It scaffolds quality outcomes in Scholarship of Learning and Teaching, Graduate Capabilities and Flexible learning, while also supporting the creation of curriculum internationalization outcomes. The faculty-wide model supports both disciplines that prepare students for professional accreditation with prescriptive practicum requirements and other courses in which it is traditionally more difficult to develop authentic experiences for students. The multi-faceted nature of the model also addresses the challenge of identifying and supporting all stakeholder learning and maps learning outcomes, which supports the evaluation of progress. Lastly, this paper will also outline the operationalisation model, which addresses resourcing issues such as workload and time constraints for all stakeholders.

**Keywords:** Work Integrated Learning, 21 Century learning, Scholarship of Learning and Teaching, Experiential Learning, Organisational Learning

**Yasuho Utsumi, Vice President, Professor, Sendai National College of Technology (Regional Collaborative Center) (Japan)**

**Supporting Presenters:** Yoshihiro Kikuchi, Researcher, Sendai National College of Technology (Regional Collaborative Center) (Japan); Masahiko Itoh, Professor, Sendai National College of Technology (Dept. of Mechanical Engineering) (Japan)

“Human Resource Development by PBL in the Sendai National College of Technology”

At Sendai National College of Technology (SNCT), "Cultivation of the Embedded System Engineer by PBL" project is carried out. The purpose of this project is to cultivate the group leaders and to contribute to the regional society. 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, and 153 trainees have been produced by 2010. 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, and the cooperative education between working engineers and students is realized. In questionnaire and interviewing, needs extraction and curriculum improvement are attempted. In the succession of tacit knowledge and formal knowledge in the training period, the process of the effective knowledge creation to solve each problem can be achieved. Also 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. And the human network has been constructed across same and/or different business fields.

**Keywords:** PBL, Human Resource Development, Project Leader, Embedded System, Safety and Energy Conservation

**Michelle Vazquez Jacobus, Assistant Professor, University of Southern Maine: Lewiston Auburn College (U.S.)**

**Supporting Presenter:** Reza Jalali, Coordinator of Multicultural Student Affairs, USM (U.S.)

“Advocacy through Engaged Learning: Understanding Food Access Among African Immigrants in Lewiston, Maine”

Access to healthy, culturally appropriate food is important for maintaining a healthy diet and achieving good health. For immigrant communities, barriers to this access can come in the forms of geography, economic challenges, and cultural constraints among other ways. The Local Food for Lewiston (LFL) community food assessment is an inter-institutional community food assessment which follows models of community-based participatory research (CPBR) and
integrates students at the local institutions of higher education (the University of Southern Maine and Bates College) as well as community leaders to better understand and ameliorate challenges to food access among vulnerable populations. Food access issues for Lewiston’s growing African refugee population reflect multiple levels of general access to society. In order to better understand the challenges, as well as the opportunities for improvement of food access among this growing population, we researched the food environment and interviewed African (predominantly Somali) food store owners and social service workers in Lewiston Maine. Drawing on the expertise of these community leaders, this paper integrates their words and assessment into a multi-level overview of the food access issues for African immigrants as well as a deeper exploration of the policy implications for access to society for this population, in Lewiston as well as in other similar western cities. Policy implications and recommendations for improving access are discussed in the areas of religion, economic development, food store environment, community development, social services, school and higher education.

Keywords: community-based participatory research, Multicultural populations, Refugees and immigrants, Food access, Community assessment

Jackie Walkington, Associate Dean, Education, University of Canberra (Australia)

Supporting Presenter: Mr. Greg Boland, Associate Dean, Education, Faculty of Business, University of Canberra (Australia)

“NAVIGATING THE ICEBERGS: UNDERSTANDING THE CONTEXT AND AVOIDING THE PITFALLS OF WIL”

The work-integrated learning (WIL) context in Australia is complex, dynamic and extremely variable. The range of potential learning opportunities afforded through partnership between the university and community partners, both here and abroad are almost unlimited. However the unpredictability (Orrell, 2004) of the environment is a factor that deters many academics from making the move into pursuing the possibilities. Like the navigation of Artic or Antarctic waters, the WIL environment is characterised by the variations of place and time, and other unpredictability and complexity that may be difficult to manage appropriately. This paper discusses the fear factor that many academics experience when contemplating engaging in WIL activities. The outcomes promote a positive disposition by providing confidence for academics to incorporate WIL widely into their university curricula. Using an Australian setting as a framework for discussion, it endeavours to provide some knowledge and ways of thinking about how to enhance the confidence and optimism, reduce the unknown and better enable the navigation of the WIL icebergs. Perhaps there is a likeness with improving the map reading skills, the knowledge of the ocean and incorporating a GPS and echo sounder for good measure. A model is presented that acknowledges the range of external contextual pressures and expectations, the internal imperatives of policy and practice, the pedagogical and operational drivers, and the relationships and communication of those involved - that is a community of practice model that accentuates the potentially fearful perceptions of legal, ethical and academic risk and how these can be avoided.

Keywords: community partnerships, WIL model, fear factors, risk avoidance

Jackie Walkington, Associate Dean, Education, University of Canberra (Australia)

Supporting Author: Dr Jordan Williams, Faculty of Arts & Design, University of Education, University of Canberra (Australia)

“MEDIATION BY ARTEFACTS: AN AUDIT OF A WORK-INTEGRATED LEARNING CONTEXT”

Higher education institutions produce an array of documents, tools, narratives and symbols that characterise how they communicate their strategic, operational, academic and administrative directions and practices. These portray the uniqueness of specific institutional cultures, and it is these artefacts that guide and embody its complexity. The notion of artefacts as indicators of
cultural activity plays an important role in determining organisational knowing, the professional relationships and communities of practice in an institution. The artefacts may be seen as explicitly mediating the interactions contributing to an impression of organisational stability.

This paper specifically looks at an investigation into the existence and role of artefacts around work-integrated learning (WIL) in a higher education institution in Australia. Whilst WIL is seen in this context as a unique sub-culture which crosses the institution’s boundaries building unique communities of practice for the enhancement of professional learning, it is also a context that both complies with the broader institutional policies and procedures, and creates its own artefacts.

“Material artefacts both stabilise and destabilise organisational action. They may ensure coordination, communication, and control, but they may also create disturbance and conflict” (Svabo, 2009, 360). Recognising that artefacts can potentially have both liberating and constraining effects, the artefacts in the case study institution are evaluated through a framework of materiality and social process as devised by Svabo. Questions dealing with the sense of order, the symbolization, the intentions and the alignment with institutional practice are investigated in relation to the creating and embedding of artefacts into WIL culture.


Keywords: cultural artefacts, learning relationships, materiality

Neil I. Ward, Chemical Sciences, FHMS, University of Surrey (UK)

Supporting Authors: Norman Jackson, Clare Dowding, Charlie Betts, Jenny Willis

Surrey Centre for Excellence in Professional Training & Education (SCEPTrE), University of Surrey, Guildford, England

“New Resources for the Work Integrated Learning Practitioner Community”

The SCEPTrE Centre was established through a Government grant in January 2006 as one of 74 Centres for Excellence in Learning and Teaching. SCEPTrE’s focus was to support and enhance Surrey’s internationally respected approach to education which seeks to develop professional as well as academic values and capability. During the last five years its work has included:

- a programme of research aimed at understanding how and what aspects of their professionalism students believe they are developing while they engaged in higher education and the ways in which they are developing these qualities, capabilities, dispositions;
- encouraging the transfer of research into how professionals learn and what personal professionalism means, to the professional training and work placement environment;
- promoting conversations within the professional community responsible for these forms of student development, aimed at sharing effective practices and cooperatively tackling common issues and challenges;
- a programme of events – seminars, workshops, conferences providing opportunities for learning and the sharing of practices;
- a Fellowship, Curriculum Innovation and Teaching with New Technologies schemes to encourage teachers to innovate;
- sponsoring its own student organisation (CoLab) to provide high quality technical and media support for its programme of activities; and
- a SCEPTrE-led research and development programme examining the potential of lifelong learning for developing the qualities, dispositions and capabilities that are necessary to be an effective professional.

This paper will review the above work and provide specific details on how to access all of the material.

Sandra J. Welsman, Principal, Frontiers Insight (Australia)
“A unique Associate Degree model: bridging Australian skills and education systems”
Australia has long-separated university-based 'higher education' and work-skills oriented vocational training and education (VET). While this has suited academics, and some industry groups, the marketplace (students and employers) is pressuring for change. Australian policy goals are to jump tertiary education participation and these embedded separations are coming under review.
Signals point to groups in the post-school demographic who are not serviced by the education sector divided by traditions. Individuals with capacity but not an academic-learning bent have limited choices. In the past they built experience through work, using initiative, cleverness and people skills, collecting a few 'tickets' along the way. Now, backed by families urging status education as a platform for 50 years of work, and uninspired by VET certificates, some of these capable people may 'give university a try', others still just head out into the world.
A model Associate Degree has been developed with a partner College to uniquely and logically integrate Australian higher and vocational education systems. Associate Degree (AD) students completing a two year program would achieve a qualification with modern status, attuned to workplace demands, plus potentially 1 to 3 usable VET certificates, as well as credit toward a bachelor degree.
The Associate Degree model can be applied in many learning areas. It is especially suited to technical fields (including Construction, Engineering, Finance, Aviation, Agriculture), where skill competencies in VET packages can guide parts of the Associate Degree units, and where students and employers can directly benefit by obtaining 1-3 skills certificates as Work-Integrated Learning.

Marius L. Wessels, Director, Tshwane University of Technology (South Africa)
“Reconceptualisation of cooperative education at the Tshwane University of Technology: a case study”
Much confusion exists in the higher education sector regarding the concept of cooperative education and its related terminology. This was found to be the case in the university of technology under discussion in this article. The aim of this article is to present an alternative approach to cooperative education, based on findings from a literature survey, doctoral study and workshops conducted to re-conceptualise and draft a policy and strategy on cooperative education for a university of technology. The findings suggest an alternative approach to cooperative education and its associated components. The proposed conceptual framework on cooperative education offers a way to manage applicable learning types in the higher education sector such as work integrated learning and service learning. The article offers a new approach towards the conceptualisation of cooperative education in universities of technology which could aid as directive for higher education institutions.
Keywords: cooperative education, work integrated learning, experiential learning, work based learning, conceptualisation, theories of learning, policies, management, South Africa

Thomas Winman, Lecturer, University West (Sweden)
Supporting Presenter: Lars Svensson, Dr, University West (Sweden)
“Making medical decisions by means of Electronic Patient Record - The practice of reading from databases”
This presentation will explore how nursing-students in cooperative education develops knowledge necessary to manage organize and distribute information and uphold continuity at a hospital ward by means of new technological tools.
The EPR (electronic patient record) is a constitutive element of medical practice which serves as tool for planning, decision-making and implementing care for the individual patient in medical work. Therefore, introducing EPR is connected with expectations of increased quality and efficacy regarding staffs interaction and communication with each other.
The data collection took place at a hospital ward where personal from different professions meets every week in a team-rounds for evaluate and planning care, which presupposes personal to reach a comprehensive understanding to the question of what to do next. In order to capture detailed aspects of decision-making where the EPR is supposed to serve as recourse, nine team-rounds were recorded, with the average time of 45 minutes. EPR:s is thought to obstruct the input of unformatted and unpredictable information and thereby become a reliable, timeless and location-independent information-sharing-chart that upholds knowing from different perspectives.

However, we still do not know how the EPR with its upheld information interfere with the construction of medical cases and decision making for nursing students. This study, however, intends to further scrutinise how the technology, the EPR, constitutes a resource for the students in their learning activities.

The results of this study show that when students, by means of the EPR, are re-constructing a patient in order to make decisions, this is a matter of pre-structuring the “pathological reality”. Simultaneously this means information obtained in a decision-making activity is counteracted and recast into already embodied patterns that conform to the pre-structure. Therefore, re-constructing a patient involves knowing of how to make sense of information embedded in indexical categories which simultaneous pre-structure the understanding of the problem at hand. Moreover, institutional categories has a function of stabilizing items that simultaneously makes expectations of knowledge and processes recognizable for actors like teachers, staff members and supervisors. Moreover, categories have an indexical logic that is based on a knowing in and of work, needs and resources, which is of great importance for educators.

Keywords: cooperative education, Learning processes, Work integrated learning

Sophie Zdenkowski, Industry Liaison, University of New South Wales (Australia)

“Bridging the GAP between study and the workplace – more successful connections and effective transitions”

The Graduate Advantage Program (GAP) is a University of New South Wales (UNSW) initiative designed to build a bridge between the theoretical knowledge acquired in tertiary studies and practical skills required to perform, and increasingly to secure, graduate workplace roles. To be competitive in the graduate recruitment marketplace a good academic record is a necessary but not sufficient condition. Employers seek candidates with well developed soft skills and a business aptitude that will translate into a good performance in the workplace. These skills and capabilities are often enhanced via experience, however employers are now frequently looking for a broader awareness of these skill areas before students are offered interviews. In partnership with leading Australian employers, GAP presents a unique opportunity for UNSW students to step inside these organisations for one intense week of understanding business culture and to learn directly from employers what they seek in graduate candidates. The program increases student confidence as well as their grasp of the operational reality of business life. As the graduate recruitment process increases in cost and risk, this program provides an excellent opportunity for industry partners to meet and screen ambitious new talent keen to secure roles, review their competence, encourage positive professional behaviours and to receive fresh perspectives and feedback about their workplace practices. The program has been created to ensure a mutually beneficial, dynamic tripartite relationship between UNSW, students and industry partners with the overall goal for all parties involved being the same - more successful connections and effective transitions.

Keywords: Soft skills, Professional development, Internships, Graduate recruitment, Stepping inside business culture
Refereed Paper Sessions

Christine Armatas, Senior Educational Developer, Faculty of Business and Law, Victoria University (Australia)

Supporting Authors: Andrew Vincent, Faculty of Business and Law, Victoria University (Australia); Theo Papadopoulos, Associate Professor, Faculty of Business and Law, Victoria University (Australia)

“Industry Professional Engagement Program: Using current practitioners to assist business students to develop professional skills”

Balancing theoretical understanding with awareness and experience of the real world of work is a challenge in business education. The Faculty of Business and Law's Industry Professional Engagement Program at Victoria University aims to address this by involving industry practitioners in a range of activities as part of Professional Development (PD) units taught in the Bachelor of Business. This includes teaching PD classes, conducting workshops, and assessing student presentations, reports and project work. Through their involvement in this program, industry practitioners provide students with practical insight into the workplace and exposure to professional models from the workplace. Participation in the program benefits industry practitioners by giving them experience teaching undergraduate business students, managing team learning situations and helping students to develop business problem solving skills. They also develop a greater understanding of students and how they work and benefit from the opportunity for talent-scouting. Feedback from students indicates that involvement of industry practitioners in various roles is very valuable, providing them with insights, examples and experience directly from industry. The industry practitioners report gaining considerable satisfaction from giving something back to their profession and see value in students being given the opportunity to interact with practitioners who can inform them about current issues, trends and practices. Given the positive evaluation of the pilot program, opportunities for further involvement of industry practitioners across the undergraduate curriculum are now being explored.

Keywords: industry practitioners, professional development

Dr. Suniti Bandaranaike, Placement Coordinator, School of Earth and Environmental Sciences, James Cook University (Australia)

“Engaging Students in Work Integrated Learning [WIL]: Drives and Outcomes”

Supporting Author: J. Willison, Dr, The University of Adelaide (Australia)

Whilst there are numerous methods of assessing work integrated learning (WIL), finding one which delivers effective feedback is critical to motivate students. Much current WIL assessment is textual and does not provide face to face feedback to facilitate immediate dialogue. The aim of this paper is to determine the value of face to face interviewing in WIL and create awareness of workplace change and adaptation. The drive or motivation to engage in WIL depends on the work environment and the tools of assessment. This research focuses on these needs through the use of interview assessment based on The Work Skills Development framework [Bandaranaike & Willison, 2010]. Feedback was gathered from a total of 84 students and employers interviewed over a 10 month period. Based on the results of the interviews, the paper articulates the need for lifelong learning outcomes beyond the immediate work-based experience through a model of WIL designed on the Prochaska and DiClemente’s five stage Model of Change [1982]. The research highlights the value of face to face assessment in achieving validity, reliability and contextual authenticity in work-based learning. It also demonstrates the need for students to think beyond the work-based learning experience and project towards future challenges.

Keywords: work integrated learning, feedback, interview, assessment, models
Higher Education Institutions (HEIs) in South Africa require teaching and learning to include Work Integrated Learning (WIL) within specific learning offerings. The different learning options provided by various faculties have unique and diverse procedures which justify different WIL approaches at HEIs. A lack of structure regarding the Information Management (IM) of WIL across departmental silos, result in different processes followed for WIL. Therefore a lack of structure for IM, can impact negatively on the optimal utilization of WIL. In order to establish an effective IM feedback process the information that currently is, and that potentially could be exchanged between the HEI, the industry partner and the student needs to be managed. This relationship is referred to as the three party relationship. Frameworks for the management of information for WIL have been developed at international HEIs. An investigation into these frameworks may offer valuable insights to be tested within the South African context. This paper will present both the planned methodology to develop and test an IM framework at a HEI in South Africa and how the investigation results will be analyzed. After research has been conducted, management of information for WIL will be based on the adapted framework that should improve IM of WIL. This developed conceptual framework may be implemented at HEIs in South Africa. With time this framework can be tested in a number of settings that can lead to the development of a model for IM of WIL.

Key words: Work Integrated Learning, Information Management Framework, Higher Education Institutions

Dr. Susanna Chamberlain, Convenor Social Enterprise, Griffith University (Australia)

Supporting Author: Associate Professor Jock Macleod, Head of School, Humanities, Griffith University (Australia)

“Making Arts Work”
The Bachelor of Arts has traditionally provided a liberal education, emphasising the development of critical and literary skills in a range of humanities disciplines. The challenge to educators in the 21st century is to find ways to bridge this tradition with the demands that graduates be prepared for the workplace. The School of Humanities at Griffith University has developed a programme, called the Social Enterprise signature experience, which incorporates a core stream of subjects into which a work-integrated Learning experience is embedded. The rationale for choosing social enterprises for work-integrated learning was the opportunities they provided to articulate with the wide range of disciplines taught in a BA, and their capacity to resonate with the broad idealism of BA students. This paper offers an overview of the program since its inception in 2008, presents a reflection upon the theoretical and pedagogical issues involved, and examines the impact of this innovation on the students.

Steadyman Chikumba, Senior Lecturer, Department of Mechanical and Industrial Engineering, University of South Africa (South Africa)

“Development of Soft Engineering Skills for Industrial Engineers Technologists through Effective Mentoring”

Engineering deals with solving of society’s problems in a sustainable way and these problems to be solved are defined by the society, which also defines the acceptability of any prescribed solution (Falade, 2006). For engineers to achieve this they have to be equipped with the right
technology and skills. Developing hard engineering skills which include computation, analysis and design can be achieved through both tuition and during work integrated learning. However, students require soft skills in addition to hard skills which enable them to effectively communicate and interact easily with others upon entering the real world of work. Work Integrated Learning can contribute towards the imparting of these soft skills. For this to be achieved the student has to be mentored effectively both by the institution and the industrial supervisor assigned to him during Work Integrated Learning. The mentor’s guidance and the working environment assist the student to develop soft skills. This paper discusses different types of soft skills, Work Integrated Learning practice at UNISA’s Department of Mechanical and Industrial Engineering and how the mentors can contribute to imparting of soft skills to students and proposes teaching and mentorship styles required the in various stages of student Work Integrated Learning.

Keywords: soft engineering skills; industrial engineering technologists; effective mentoring

Louise Dunn, Director Industry Liaison, Swinburne University of Technology (Australia)
Supporting Authors: Dr. Mark Schier, Senior Lecturer, Swinburne University of Technology (Australia); Dr. Lariane Fonseca, Academic Development Adviser, Swinburne University of Technology (Australia)

“An innovative multidisciplinary assessment model for work-placement assessment”

This paper presents an innovative assessment model developed for application in multidisciplinary workplace settings. The model was developed to address current trends in higher education surrounding workplace assessment, for students undertaking Swinburne University of Technology’s Industry Based Learning Program (IBL) within the Faculty of Life and Social Science. IBL is an optional program enabling students from science (biotechnology, public and environmental health and biomedical sciences), multimedia, games, social science, psychology and psychophysiology to undertake a 6 or 12 month paid learning experience in a discipline relevant workplace. The paper will discuss the strategy adopted to formulate the model, which included reviewing an existing model of assessment developed and applied over many years in one discipline area and identifying how this could be adopted for use in multidisciplinary workplace settings. The strategy aimed at enhancing the student’s ability to provide greater evidence of the development of graduate attributes and employability skills, whilst achieving greater consistency and clarity amongst academics and industry partners regarding the requirements for workplace assessment. The assessment tool was trialed in 2010 and the paper will also present some of the learnings and outcomes from its first application in the various industry settings.

Keywords: Multidisciplinary, Assessment, Strategy, Workplace, Innovative

Levent Eren, Faculty of Engineering COOP Coordinator, Bahcesehir University (Turkey)
Supporting Author: Zeynep Yener, Associate Director for International CO-OP & Corporate Relations, Bahcesehir University (Turkey)

“Mercedes Benz Design Process Class”

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 statistics and numbers.

La-Cresha Gordon-Brydson, University’s Co-operative Education Co-ordinator, University of Technology, Jamaica (Jamaica)
Supporting Presenter: Mr. Oneil Josephs, Co-operative Education Co-ordinator- School of Engineering, University of Technology, Jamaica (Jamaica); Dr. Marlene Phillips, University of Technology, Jamaica (Jamaica)
“Using a Co-operative Education Programme to bridge the gap between education and training: The UTech Experience”

Historically there has been a distinct divide between education and training at the tertiary level. The impact of globalization and the paradigm shift toward knowledge-based economies have resulted in many first world countries adopting national policies which have sought to link both education and training at the tertiary level. The University of Technology, Jamaica (UTech) is recognized as the first among universities and colleges in Jamaica to embrace in a holistic way, a work-integrated learning approach to tertiary level education. Further, an institutional Co-operative Education (Co-op Ed) framework has been adopted which solidifies Utech’s resolve to equip its graduates with higher employability skill-sets required by a dynamic labour market and for them to function effectively and efficiently in a globally competitive environment. This paper (1) evaluates the quality of Utech’s Co-op Ed programme and its effectiveness in bridging the gap between education and training and; (2) discusses the peculiarities about the Co-op Ed programme that create further synergies with industry. The paper utilizes student and employer questionnaires, case study, interviews and a review of related literature for data-gathering purposes. The findings support other research which posit that properly planned and implemented Co-op Ed programmes are generally effective. Additionally, the findings reveal several areas of extended partnerships and recruitment models evolving from the Co-op Ed engagements. The paper ultimately aims at providing institutions like ours with useful insights on the use of Co-op Ed to link education and training.

Keywords: education and training, employability skills, Co-operative Education, industry partnerships

Mike Clements, Professor, Swinburne University of Technology (Australia)
Supporting Presenter: Jay Hays, Academic Advisor, Professional Practice, Swinburne University of Technology (Australia)
“Institution-Wide Focus for Structured Industry Engaged Learning”

This paper reports on the successful implementation of an institution-wide strategy for integrating and embedding Industry Engaged Learning into the curriculum. A case study on organisational change and curriculum enhancement, rationale and strategy for and components and assessment of the transformation are detailed. As such, the paper makes a general contribution to the literature on organisational change, and may be of particular value in the higher education context. Executives endeavouing to promote university renewal or encompassing curriculum change, and those concerned with enhancing learning outcomes from Industry Engaged Learning and similar models (cooperative education, Industry Placements, internships, Professional Practice) will find the paper relevant, fresh, thorough, and helpful.
A major contribution of the paper is a model developed comprising an IEL Continuum and Depth of Learning Matrix that enables curriculum planners and course convenors to (a) assess, compare, and cost IEL programs and individual courses / units and placements and (b) enhance learning outcomes from programs and placements. This model is the centre-piece of the institutional change program described, forming the impetus for change and providing its conceptual framework and theoretical underpinnings. This model may be adapted for use in any institution or program and, if adopted / adapted, could substantially enhance the quality of the overall work experience for students and associated learning outcomes.

The paper’s practical contributions are complemented by strong theoretical grounding. Its authors are widely published in the areas of leadership, teaching and learning, and organizational change and development features unified compellingly in this collaborative effort.

Keywords: curriculum, learning outcomes, renewal, higher education, organizational change

Yvonne Hilli, Principal Lecturer, Head of Project, Novia University of Applied Sciences (Finland)

Supporting Presenter: Dr. Rika Levy-Malmberg, Novia University of Applied Sciences (Finland)

“Preparing Social and Health Care Education for a New Era – A Multidisciplinary Approach in Finland”

The aim of this qualitative study is to map the educational requirements and the needs of health and social care. In addition to social and health care services in the western region of Finland, the intention is to create models, possibilities and a new intensification concept for regional development within education, research and development (R&D). In phase one he data was collected in the form of a questionnaire on a regional and local level. The second phase focused on data collection using the method “Call for Papers” on a national level. The third phase was guided by the results from the former two phases. The data was collected by conducting four focus group interviews among leaders within health and social care. The data was analyzed through content analysis. The results emerging from this survey promote collaboration between the universities and universities of applied sciences, different networks, health and social care services. Furthermore, the results emphasize the need to develop inter-professional and multilingual learning environments, entrepreneurship, multi-professional R&D and a means for leadership to promote the vision of leading toward change. The results stress the need for the development of advanced teaching methods and a shift of the learning environment from a traditional approach to a new setting, i.e. a living learning environment, with a focus on practice, health promotion and holism.

Keywords: education, social and health care, competence, multidisciplinary approach

Jeela Jones, Assistant Director, Cooperative Education Programs, University of Ottawa (Canada)

“Seeing Cooperative Education: A Study of the Lived Experiences of Cooperative Education Students as Seen and Understood by Co-op Students and Myself”

Each year, students enrolled in the University of Ottawa Cooperative Education Programs live the experience of preparing for work terms. In this period of pre-employment, traditionally not regarded as meaningful to co-op experience, students are asking themselves important questions like, “What do I have to do to get a job” and “What do I want to be?”

As a co-op practitioner I am privy to some of these experiences but I wonder what is not fully seen and understood, and so through photography and story I seek the humanness of students’ lived experiences of preparing for work and what emerges along their journey of breathing continuity.
In this presentation I will share the early findings from this study including the thoughts, words and photographic images gathered by the participating students and I as the students prepared for their first co-op work term.

Keywords: Student experience, Pre-employment, Image-based research, Narrative

Noi Keng Koh, Senior Lecturer, National Institute of Education Singapore, Nanyang Technological University (Singapore)

“The REAL Experience: Does it Work?”
Students learn better and are more motivated to learn when exposed to an authentic learning environment where they can see the relevance of their school curriculum. To investigate this hypothesis, 100 Secondary 3 (Year 9) students participated in the REAL (Retail Experience for Active Learning) Project. Students completed a two-week job shadowing and a four-week learning attachment at local retail outlets to experience real customer service setting where the lessons learnt in class could be applied at the workplace and vice-versa. This paper reports the findings of whether the REAL internship was linked to higher levels of engagement in the Elements of Business Skills (EBS) classroom, positive attitudes towards classroom lessons on EBS and higher self-efficacy. Besides using a validated quantitative instrument, qualitative method was also used to illuminate students' ability to transfer the knowledge and skills learned between the classroom and workplace.

Implications of integrating a work attachment experience to complement classroom lessons and recommendations for integration strategies for other students in the class are discussed.

Keywords: experiential learning, student internship, cooperative education, learning environments, business skills

Ronald J. Laird, Industrial Placement Coordinator (Engineering), University of Ulster (UK)

“Placement’s contribution to employability - student engineers' views”
This study, conducted among final year engineering students at the University of Ulster, concentrates on their perceived gains from their year in industrial placement and their enhanced employability on graduation.
Students in this cohort had spent approximately one year, the third year of their four-year honours programme, in a supervised industrial placement working as a junior engineer. A diverse range of companies provided a variety of experiences which developed their skills. On return to final year each student was asked to complete a questionnaire which focused on skills, gains and employability as a result of their experiences. Their assessment of their experience in comparison to their expectations is considered also to determine satisfaction levels.

Analysis was conducted to determine the most common and significant gains from placement and how these contributed to employability as perceived by student engineers. Questions related also to their expectations of first employment post-graduation. Further analysis attempted to relate these findings to the nature of the placement provider and their experience of the placement programme as an aid to selecting better providers of placements.

The paper presents these findings and demonstrates the strong linkage between a significant placement and employability. As a postscript the classification of awards for this cohort is compared to others in the year who did not undertake a placement.

Keywords: industrial placement, employability, placement providers, engineering, first employment

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

“Work Integrated Learning (WIL): A Promising Experiment in Students’ Entrepreneurial Activity”
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.

The present work is a continued action-research effort by the author to support the claims relating to the students’ benefit by doing their Work Integrated Learning (WIL) in terms of a practice-based entrepreneurship course.

The purpose of this paper is to examine the students’ perceptions in light of the possible influence of “the four-stage model” group dynamics, while taking account the effect of student team behavior toward the generation of business ideas. The study presents and analyzes the responses and ensuing discussion to questions posed to 207 students during academic year of 2010/11, using pre- and post-assessment tools for evaluating student’s progress. Results indicated that review of the pre- and post-assessments show that most of the students are leaving this inquiry-based course with a clear improvement in conceptual thinking and understanding of the entrepreneurial process as well as content mastery.

This paper is also aimed to illustrate the power of WIL that can serve as a means of producing a more employable, well rounded and skilled graduates in Indonesia.

Keywords: action-research, work integrated learning, assessments, entrepreneurship course

Sue Marshall, Sir Zelman Cowen Centre, Faculty of Business and Law, Victoria University (Australia)

Supporting Presenter: Carolyn Woodley, Senior Lecturer, Centre for Work Integrated Learning and Teaching, Faculty of Business and Law, Victoria University (Australia)

“Managing Industry/University Collaborations: relationships, responsibilities and risk”

In 2004, the Department of Justice in Victoria, Australia, and Victoria University (VU) jointly delivered the Certificate IV in Government (Court Services). This 5 year collaboration developed a shared delivery and assessment model that ensured the needs of both organisations and students were met. The delivery and assessment model utilises a series of Venn diagrams to graphically depict and help define partnership relationships and responsibilities between the workplace, the university and the student.

From a collaborative evaluation during and after the delivery of Court Services, the key challenges of the collaborative program were identified and a further two tools were developed to better manage collaborative enterprises: a collaborative evaluation tool (to gauge the value of the collaboration) and a risk assessment framework (to identify risk in intersection spaces and suggest risk minimisation strategies). The three components comprise the Intersection Space Framework.

Since 2008, the delivery and assessment model, evaluation tool and risk assessment tool have been used to support the development of many comprehensive partnerships. This discussion will highlight how organisations use the Intersection Space Framework to their advantage to develop and evaluate management and relations systems for effective relationships with collaboration at their core. The discussion includes reflections and evaluations of five partner enterprises using the Intersection Space Framework as the starting point of partner interviews. This framework, which will be available at the session, enables new knowledge to be developed to the competitive advantage of both industry and the university.

Keywords: industry/university collaboration, work-integrated learning, risk framework

Judith McNamara, Senior Lecturer, Queensland University of Technology (Australia)

Supporting Authors: Sally Kift, Professor, Queensland University of Technology (Australia); Catherine Brown, Queensland University of Technology (Australia); Rachael
“Capstones: transitions and professional identity”

The literature identifies transition as a key objective for capstone experiences. Capstones should take account of the particular needs of final year students by assisting them to transition from their student to their professional identity. The authors are currently completing an Australian Learning and Teaching Council (ALTC) funded project, “Curriculum renewal in legal education”, which seeks to achieve curriculum renewal for legal education in the Australian context through the articulation of a set of curriculum design principles for the final year and the design of a transferable model for an effective final year program. The project has investigated the contemporary role of capstones in assisting transition out by reviewing the relevant literature and considering feedback from the project reference group and focus groups of final year students and recent graduates. Analysis of this extensive research- and evidence-base suggests that capstone experiences should support transition through:

* assisting students to develop a sense of professional identity,
* consolidating students’ lifelong learning skills,
* providing opportunities for consolidation of career development and planning processes,
* enabling students to enhance professional skills and competencies, and
* preparing students as ethical citizens and leaders.

This paper will examine the role of capstones in assisting students to transition to their professional identity and will propose learning and teaching approaches and assessment of learning methods that support transition out.

Keywords: Capstone, Transition, Professional Identity

“Cultural Intelligence: Developing students who can act local and think global”

This presentation will examine the usefulness of the concept of cultural intelligence, defined as “an individual’s capability to function and manage effectively in culturally diverse settings” (Earley & Ang, 2003), as a frame to assess outcomes that link to employability. If international experiences can be shown to result in the development of cultural intelligence and link the importance of cultural intelligence to employability, then post-secondary institutions will be contributing to the strengthening of our society as a whole. No matter what path a student chooses to take in their career upon graduation they will be living and working in a culturally diverse setting. They will need to act locally and think globally (Kefalas, 1998). Having opportunities to develop capabilities to “function and manage effectively in culturally diverse settings” would be of tremendous value for students and their employers in both the short and long run. Graduates with these capabilities, and the ability to articulate them, could provide more value to employers, and be better able to be global citizens in their workplaces and elsewhere.

The presentation will explore current research findings from an international exchange program involving European and Canadian students who had study abroad and international co-op experiences. These students were tested for cultural intelligence at the beginning and end of each experience. The results of the findings and the implications for international co-operative education programs will be discussed.

Keywords: International co-operative education, cultural intelligence, study abroad, global citizenship, employability
Since 1992, our WIL based model for vocational training leads to a Master degree in the production field. It is designed to cop the company needs and satisfy the personal and professional projects of learners and apprentice. In consistency with our partners’ requirements (industrials, professional unions), training process and organisation respect a quality charter for engineers. Therefore this accredited training focuses on each actor’s goal: learner, company, training centre. Model is an academic curriculum based on a professional profile developed with the industrial, including a formative situation designed to achieve both ability acquisition and company results. Training process is designed and developed respecting a sustainable strategy. Main points are: recruitment process (backgrounds, motivation, company involvement), training of the company mentor and school tutors (roles), the mission letter (company results and formative goals), wining trio, inductive pedagogy and project based learning, group cohesion improvement through seminar and proofreading experience and interviews, benchmarking, and finally, cooperative assessment. Respecting consistency of practices with sustainable development has an impact on social (recognition) and economic (existence) fields and finally on the ability for transfer (sustainable). This model allows graduate engineers to face the future dealing with innovation, mobility and sustainable development as they are coached and guide to urge their personal evolution and ability acquisition (leadership for project management) through personal improvement axes identification. Training is of course evaluated by the learners and through accreditation considering: design, employability, realisation, organisation, research and industrial partnership, international actions.

Keywords: professional skills, tutoring and mentoring, cooperative assessment, apprentice booklet, value management

Carva Pop, Centre for Cooperative Education, Polytechnic of Namibia (Namibia) & Nicolene Barkhuizen (PhD), Department of Human Resource Management, University of Pretoria (South Africa)

“Exploring the Effectiveness of a Work Integrated Learning Programme in Contributing to the Employability of Graduates: The Mentor’s Perspective”

Introduction and Aim

The retention of graduates is a challenge due to the migration of skills, scarcity of specialist skills and the undersupply of skilled labour (Frost, 2002; Johnson, 2002). Within the current shortage of information technology skills in South Africa, it is imperative that companies that successfully recruit suitable and skilled IT graduates also ensure that they are retained, given the great demand for their skills (Pop & Barkhuizen, 2010). As a result organisations invest in work integrated learning programmes to attract and retain talented graduate interns.

In this research we explored the effectiveness of the components of a work integrated learning programme (i.e. soft and technical skills training) in contributing to the employability of graduate interns from the perspective of the mentors who participated in the programme. In addition, we also explore the extent to which the learning programme enabled mentorship effectiveness.

Method

An exploratory research design was followed using a combination of quantitative and qualitative data collection methods. A questionnaire measuring the effectiveness of soft and technical skills training and mentorship was developed and administered among a convenience sample of Mentors (N=39) in an ICT company. Open ended questions were included to substantiate the quantitative findings.

Findings

The findings confirmed the importance and effectiveness of the soft skills and technical skills training in enhancing the employability of graduate interns. In addition, findings also revealed the importance of a well structured work integrated learning programme in the enhancement of mentorship effectiveness. Recommendations are made.
Carva Pop, Centre for Cooperative Education, Polytechnic of Namibia (Namibia) & Nicolene Barkhuizen (PhD), Department of Human Resource Management, University of Pretoria (South Africa)

“The Need for a Work Integrated Learning Programme”

The employability of graduates has become an important global theme in higher educational environment as Higher Education Institutions are constantly called to account for success in the employment of graduates. However, there is some evidence to suggest organisations generally are not able to use new graduates to fill their skill requirements because of a lack of practical skills and experience (Kruss, 2004; Orrell, 2005; State of Skills, 2005; Harvey, 1997; McIlveen & Pensiero, 2008). Employers therefore invest in work integrated learning programmes to optimise the graduate’s successful transition into the organisation. The purpose of this paper is to investigate the need for a workplace integrated learning programme from the perspectives of both graduate interns and mentors who participated in the programme.

An exploratory research design was followed using a combination of quantitative and qualitative data collection methods. A questionnaire was developed to measure programme need, programme expectations, retention and programme improvements from both Graduate interns (N=79) and Mentors (N=39) who participated in a work integrated programme in an ICT company. Overall, our findings showed that there is a definite need for workplace integrated learning programmes. For mentors, the need of the programme are, amongst others, reflected in the development of pipeline skills, career and succession planning, bringing right talent into the entry level positions, and giving young people work exposure. Graduate interns indicated that the programme bridged the gap between academia and the workplace and contributed to their employability in the organisation. More findings will be discussed and recommendations are made.

Portia Rakoma, Lecturer, Durban University of Technology (South Africa)

“Perceptions of 3rd year Library and Information Studies students regarding host institutions during their work integrated learning programme”

The Library and Information Studies Program (LIS) within the Department of Corporate Management and Technology at the Durban University of Technology (DUT), South Africa has a compulsory work integrated learning component for students who are studying towards the National Diploma qualification. WIL in the LIS Program is spread over two years and provides the students with an opportunity of bridging the gap between theory and practice by engaging in real life situations within the library and information providing agencies. This paper will present third year students’ perceptions regarding their host institutions during their work integrated program and also highlight key findings of the study. Third year students have been chosen because the author is the third year WIL coordinator.

Keywords: work integrated learning, perceptions of library and information studies students, South Africa

Greg Reddan, Senior Lecturer, Program Convenor – Master of Sports Coaching, School of Physiotherapy & Exercise Science, Griffith University (Australia)

“Assessing a Work-Integrated Learning Course in Exercise Science”

Good assessment practices of work-integrated learning (WIL) inform educational institutions of the preparedness of their graduates for the workplace and should consider the differing views and needs of the three main stakeholders: employers, students, and the educational institute (Hodges, Smith & Jones, 2005). Assessment of field work placements is relatively novel for most students, who traditionally have experienced assessment techniques such as examinations and research assignments. Wellington et al. (2002) suggest that this approach has minimal validity in a WIL scenario. Workplace learning is affected by many factors (Foley, 2004) and thus assessment of
student progress is associated with numerous difficulties. Field Project is a final year Exercise Science course which includes both work-integrated learning and career education. Student perceptions of the approaches to assessment and feedback that fostered independent learning in the course are presented, along with considerations of the validity and the fairness of marking of the each of the assessment items. The findings suggest that grading the course has significant benefits, particularly in relation to increased student motivation and effort in the completion of assessment items, as well as assisting students to improve their Grade Point Average for entry to postgraduate programs.

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

Supporting Presenter: Kevin S. Carlson, Dr., Educational Development Centre, Hong Kong Polytechnic University (Hong Kong)

“An international comparison of the effect of Work-integrated Learning on academic performance and employment outcome --- A statistical evaluation of WILs in Japan and Hong Kong”

As the popularity of WIL grows, there is a pressing need for introducing standard and more quantitative methods for evaluating these programmes, by which the effective components of WIL can be comparatively discerned over time as well as between different institutions and over national frontiers. The present paper applies a simple statistical method to the data obtained in Japan and Hong Kong, based on and updated from Tanaka (2010) and Carlson (2010). The paper discusses how to make comparable the different data obtained from different socio-cultural and economic environments of different countries, using the cases of Japan and Hong Kong. A regression analysis is employed to statistically analyze several thousand panel data of students graduating in 2010 from KSU and HKPolyU. Because WIL is organized differently in these institutions, the direct comparison is difficult. For example, the KSU WILs are optional and therefore we can measure the direct effect of WIL. In contrast, the sampled are the first cohort of HK PolyU students who were required to complete WIL. Yet, the effect of WIL is shown to have statistical significance in the both cases.

Overall, it is also expected that this statistical framework can be applied to assess WIL programmes in other institutions and countries. In this specific case, the KSU and HK PolyU programmes serve as useful contrast to learn more about the processes, supports, and outcomes of programmes in different institutional and national contexts.

Keywords: International comparison, Statistical assessment, Effect of WIL

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

“Service learning in reflection”

Over the past decade, service learning has emerged as an essential part of higher education cross the globe and the implementation of service learning as a form of experiential training has had a great impact on education. The importance of service learning is reflected in countries across the globe, such as the Learn and Serve America project when, in 1990, the American government made grants available to integrate community service with curricula through service learning. This grant fosters, amongst other, collaboration between institutions of higher education to meet immediate community needs. This discussion paper deliberates the role of service learning in South Africa with a specific focus on Universities of Technologies. At the 2010 South African Society for Cooperative Education (SASCE) conference, the development of the youth was foremost in most of the discussions and presentations. When the development of youth and the theories for successful youth development merge, the importance of service learning through community and practical projects, emerge. This discussion will reflect on the current projects within Universities of Technologies, and indicate whether these projects are monitored and reflected on effectively. Service learning can only be fully successful within higher education if student can reflect and place their learning. Theorists John Dewey and David Kolb both agreed
that service learning should incorporate both individual participation and the engagement in reflective thinking. Only in this way, a student will develop a greater understanding of himself and the content he is engaging.

Lisa Ward, Teaching and Learning Institute Manager, University of Huddersfield (UK)
“Developing and Engaging in Collaborative Networks to support student employability and work placements: examples from a local, national and international perspective”
This paper presents a personal account of becoming actively engaged in networks to support student employability and work placements. In particular, it will look at strategies for developing networks that are sustainable and will provide examples from an institutional, national and international context. Examples will be drawn from an institutional level by looking at University projects funded to develop innovative approaches to teaching and learning linked to employability and future professions. The paper explores the challenges in developing support networks for practitioners involved in these teaching and learning projects, which deals with such areas as integrating volunteering into the curriculum, employer engagement and being a UK partner in an international comparative research study looking at the psychological benefits of placement in preparing student for life and work. At a national level, the role of the UK national organisation (ASET) in supporting members by organising and facilitating activities such as conferences, networks and special interest groups will be discussed. My particular interest is how a UK (or other national) network can develop and grow international links, and how to encourage more international collaboration. Finally, a look at how to make the most out of connections across the world that a forum like WACE provides, and which can assist in developing links with conference attendees to form informal support and information networks.

Keywords: Placement, International, Innovation Projects, Teaching and Learning

Genevieve Watson, Lecturer, University of Western Sydney (Australia)
Supporting Presenter: Laura Murray, PhD candidate, University of Western Sydney School of Management (Australia)
“Minds on the edge of chaos”
The concept of a mental model is increasingly becoming of interest to organisations, as it is a person’s beliefs, thoughts, interpretations, or otherwise termed, ‘mental model’ that can affect our actions and therefore how people achieve organisational outcomes (Jensen & Rasmussen 2004). This paper establishes a robust definition of the concept of a mental model for future research. The research was conducted using coherent conversations as part of a complexity-based inquiry. This project seeks to understand and explore the views held by individuals about actual work practices and ideal work practices. This research concludes that the individuals, who make up the organisation, are in a state of chaotic edge thinking, where everything is perceived as a threat, procedures are formed to control, and people react radically. Moreover, this is concluded to be due to miscommunication and a lack of communicative connectedness between staff and supervising managers.

Keywords: mind maps, complexity, chaotic edge, edge of chaos, organisational learning

Francine White, Chair, LaGuardia Community College (U.S.)
“Using Team-Based Learning to Teach Career Research”
The career research paper is the signature assignment for many career development courses. Unfortunately, these projects are traditionally characterized as routine and lack opportunities for student originality. The reason for the troublesome characterization is simple - much of the information for this research comes from the same reliable sources and is often offered in the form of statistics, charts and short descriptive paragraphs. This leaves students struggling to find ways to add ingenuity to their individual research reports. Transforming these signature assignments into team-based projects offers a long list of benefits to both students and instructors
alike. For students: exposure to the benefits and complexities of team dynamics; development of cooperation and planning skills; opportunities for both leadership and shared leadership; increased active participation and engagement in the course; improved student understanding and retention of information; improved class performance; opportunities for peer learning, peer mentoring, self-assessment and group assessment; and promoting student autonomy by transferring some responsibility for teaching, learning and class management to students. For instructors: opportunities to continuously evaluate course delivery and effectiveness in meeting instructional objectives; heightened interest in course material; development of team building skills; and opportunities for strengthening skills in teaching to high levels of diversity in ethnicity, academic preparedness and learning styles. Often such a transformation could require restructuring an established course. This can be both time consuming and labor intensive. Nonetheless, given the benefits, maybe team-based learning should be the signature pedagogy of career development courses.

Carolyn Woodley, Senior Lecturer, Centre for Work Integrated Learning and Teaching, Faculty of Business and Law, Victoria University (Australia)

Supporting Authors: Leoni Russell, Curriculum Innovation Unit, Victoria University (Australia); Jeff Faux, Faculty of Business and Law, Victoria University (Australia)

“Encouraging and Maintaining Learning in the Workplace and Community (LiWC): engaging, supporting and rewarding academics”

Since 2007, Victoria University’s Learning in the Workplace and Community (LiWC) policy has focused on enhancing the employability of VU graduates. While the Faculty of Business and Law (FoBL) at VU has a long tradition of work-integrated learning alongside a broader focus on developing students’ Graduate Capabilities, the LiWC Policy has intensified the need for curriculum that specifically engages industry in assessment tasks. The LiWC policy requires that 25% of assessment in all courses involve learning in and through the workplace and community evidenced through LiWC-compliant assessment tasks.

The university has provided considerable support for the implementation of LiWC. Academics already engaging in LiWC showcased their approaches. Central support staff were available for individual and School consultation. There were opportunities for staff to engage with the Policy and various workshops and online resources were geared to realising LiWC. Teaching and Learning Grants were linked to improving or developing LiWC. The expansive notion of LiWC including diverse teaching approaches was stressed so that it would not be deemed restrictive. LiWC could include live case studies, simulations, student observations of worksites, working on ‘real’ business cases or role playing business situations with feedback from industry practitioners.

A 2010 report (VU, 2010) evaluating the status of LiWC at VU has identified generally high levels of compliance with the policy in the Faculty of Business and Law and some areas of industry engagement in curriculum that are exemplary. As expected, the report also identified areas needing greater attention. This discussion includes the Faculty of Business and Law’s strategies for addressing areas of concern. It will describe the reporting of LiWC compliance in the Faculty, identify key reasons for non-compliance and report on the subsequent progress made in two de-identified teaching areas. The paper underlines the importance of individual and intensive support for academic staff from educational developers who understand both the policy context and the aims of the academics and who can develop creative curriculum that is also LiWC compliant. The discussion will also consider other means of incentivising academic staff to undertake curriculum changes to improve student learning outcomes.

Keywords: Learning in the Workplace and Community, Change management

Carolyn Woodley, Senior Lecturer, Centre for Work Integrated Learning and Teaching, Faculty of Business and Law, Victoria University (Australia)

Supporting Author: Mr. Charles Tam, Chinese University (Hong Kong)
“Engaging Industry in the Business Curriculum in Hong Kong”
Universities in Australia engage with industry to develop creative and current curriculum, provide networking and mentoring opportunities and enhance students’ employability skills and their transition into the workforce. Like many Australian universities, Victoria University (VU) in Melbourne encourages industry engagement in business curriculum through accreditation and industry representation on Course Advisory Groups. VU also encourages the involvement of industry experts in the delivery of the business curriculum to enhance the student learning experience. Beyond work placement, typical industry participation in business curriculum involves industry guest speakers, industry representatives providing feedback to students and attending career days. One mandatory unit in VU’s Business degrees, Professional Development 3: Leadership and Challenge (PD3), has multiple points of engagement with industry over the course of the unit. PD3 is a multi-disciplinary capstone unit that makes extensive use of industry adjunct facilitators and/or external partners to support students working on “real” business challenges and projects.
Professional Development 3 is also offered in VU’s business degrees offshore at the Chinese University Hong Kong (CUHK, Hong Kong) and Sunway University College (Kuala Lumpur and Johor Bahru). This paper will consider transnational quality issues in the delivery of PD3 in Hong Kong. It will describe the industry engagement achieved in the first delivery of PD3 in Hong Kong in 2010. Teaching staff from CUHK and VU will consider the comparability of the learning experience for VU’s students and evaluate industry engagement in the unit based both on their own perceptions and industry feedback.
Keywords: Learning in the Workplace and Community, Industry Engagement, Transnational Quality

Karsten Zegwaard, Lecturer, The University of Waikato (New Zealand)
Supporting Author: Matthew Campbell, Lecturer, Faculty of Education, Australian Catholic University (Australia)

“Ethics and values: The need for student awareness of workplace value systems”
Increasingly the literature highlights the importance of having ethics and values taught at all levels of the education system. Governments, such as those of New Zealand and Australia, are also focused on introducing curricular requirements for values education and ethics and some universities in Australia have already introduced “core generic papers” across all degree programmes, including ethics.
Co-op is in a unique position where the learning environment would easily lend towards exploring the practice of a value system. In the workplace, decisions are often made by the adherence to a particular value system or ethical code, and with having co-op students situated in such relevant workplace environment they would observe, explore, and even practice such workplace value system.
There are several challenging issues facing co-op practioners. There needs to be an investigation of what core values are held as important to each relevant community of practice. As teachers, we need to determine if co-op students are adequately prepared for workplace value systems before commencing work placement. Furthermore, co-op programmes need to scaffold opportunities to allow students to advance their understanding of ethical behaviour and identify skills required to engage with ethical issues. In addition, we need to consider that co-op graduates should not just be prepared to become acquirers of existing practice but also become critical agents in the development and advancement of common practice. Thus the aim of this presentation will be to explore considerations around workplace value systems, development towards a generic framework, and the opportunities work placements presents towards developing students to be moral agents.
Keywords: Ethics, Values, Professional behaviour
Workshop Sessions

Antony Drew, Lecturer in International Business, Faculty of Business and Law, The University of Newcastle (Australia)
“‘The Business of Work Integrated Learning: Adaption and development of business courses to incorporate WIL’”
In this interactive workshop session I will detail the evolution and development of a postgraduate course Consulting and Business Advice into a work integrated learning course. The course provides the opportunity for students to undertake real business consulting projects for regional organisations and to engage with the organisations through adopting a process consulting approach. The course commences with a series of intensive (block mode) lectures which introduce and develop consulting and business advice concepts, skills and practices. From that point forward, the course adopts an action learning-tutorial style approach in which student groups are mentored in the development of their respective consulting report. Each student group is responsible for the development and delivery of one project; however through the mentoring sessions, students are exposed to, and participate in the development of all other consulting projects. This approach gives students exposure to much broader range of projects, problems and opportunities than undertaking one project in isolation. This course also provided the template for the development of the WIL undergraduate course, Project in Business.
In the workshop I will also outline a Graduate Certificate in Business Administration course which has been tailored for a cohort of CEO's from a range of Local Aboriginal Land Councils. This program is structured in such a way that the assessment items for the courses are developed around the students' work specific environments in order to provide them with the opportunity to immediately and progressively apply theoretical concepts to practical workday challenges and opportunities.

Brian E. Forbes, Executive Officer, SASCE (South Africa)
“A teaching and learning advocacy strategy for the enhancement of Work Integrated Learning (WIL) programme design and practice”
The purpose of this intervention is to explore current teaching and learning practice for the quality management of curriculum development and design, focusing specifically on career-focused programmes. The approach is to explore and clarify the conceptual basis and current definitions of learning and work that would include co-operative education, experiential learning, service learning and other terms such as workplace learning, work-based learning and now work integrated learning. There has been an unfortunate tendency to conflate many of these terms without understanding the nuances of the curriculum design implications.
Work-integrated Learning, as a methodology of curriculum design integrates theoretical (academic) learning with problem-based and project-based learning linked to industry or community-based experiential learning. The exit level outcomes of the qualification are linked to graduate attributes which have been developed in consultation with industry and community stakeholders. This creates opportunities for teaching and learning in programme design that is innovative and flexible in ensuring quality service delivery that will enhance graduate competencies and employability. WIL therefore has scope and application across learning sites that includes classroom, laboratory, library, site visits, simulations and industry/community based settings.
The challenge is to establish a programme design process that facilitates the transition from a subject-assessment paradigm to more flexible learning modes consistent with an outcome based approached linked to a quality management best practise. Academic staff need to transform current teaching practises to a new paradigm with a fuller understanding of how innovative
programme design can achieve the qualification outcomes that embeds critical skills linked to graduate attributes.

**Keywords**: co-operative education, work integrated learning, teaching and learning, programme design, quality management

**Marie Hanlon, Professor, LaGuardia Community College/CUNY (U.S.)**

**Supporting Presenter**: Deborah Robinson, Professor, LaGuardia Community College/CUNY (U.S.)

**“Silver Threads and Golden Needles: Journal Writing and Storytelling to Identify Personal Meaning”**

The presenters will explore the connection between journal writing, storytelling and reflective practice to enhance students' understanding of life themes and to explore personal meaning and identity. Jennifer Moon notes in her theory and practice of reflection and learning: "The integration of the story activity with journal-writing extends the value of the latter by widening its context from the world of the individual perception into the social, political and historical context of the individual." The presenters will report on the methods of using journal writing to facilitate shared learning among students. It will emphasize the work of Carol Rodgers whose framework for reflective inquiry "enables teachers to find out what students are learning rather than find out what teachers are teaching."

Also, the use of visual mapping to help students identify patterns of experiences and skills will be examined as both linear and non-linear approaches to assessment are applied in our classes. The workshop will be interactive as we will engage the audience in the creation of a "Possible Lives Map." A thematic approach to teaching career development through the lens of art, language and literacy will be examined. Images of workers, contemporary writings and the poetry of Marge Piercy, Marie Ponsot and Donald Hall will be explored.

Additionally, teaching and learning strategies on how students develop disparate journal writings into contextual stories in both narrative and digital format will be evidenced. The presenters will provide developmental knowledge constructs and artifacts of their journal writing and storytelling practice that is integrated within ePortfolios.

**Keywords**: Narratives, Reflection, Visual Mapping, Thematic Approach, ePortfolios

**Jay Hays, Academic Advisor, Professional Practice, Swinburne University of Technology (Australia)**

**Supporting Presenters**: Bonnie Cord, Research Assistant and PhD Candidate, Swinburne University of Technology (Australia); Mike Clements, Professor, Swinburne University of Technology (Australia)

**“Supervision in Work Experience for Learning Programs” (refereed)**

Few would dispute that supervision is an important element in work-study programs. The attention given to duty of care, administration, work performance, and learning depend on the role taken: industry (work site) supervisor or academic supervisor or mentor. As a general rule, academics stress the learning aspects of the job and its relationship to the area of study, while employers are more concerned with students' performance in the job and their potential as full-time employees once they have graduated.

The centrepiece of this paper is the comparison of an ideal, theoretical model of supervision distilled from the literature with an actual model developed from reports of academic and industry supervisors. Preliminary findings from an on-going study suggest that relevant student learning at the work site happens, but randomly and coincidentally. There appears to be little direct correspondence between what academics hope and expect students learn (within their disciplines) and what is actually learned. Academic supervisors and mentors do little to help students make the connection between work and study. Their work site supervisors even less.
More can and should be done to facilitate student learning if these programs are to ensure the best possible overall experience and learning of students on the job. The paper identifies opportunities to enhance the experience and learning before, during, and after the work placement. The major conclusion is that supervision is crucial to a positive work-study experience and effective learning for students. A model for inducting, developing, and supporting industry and academic supervisors is provided.

**Keywords**: supervision, learning outcomes, supervisor development

**Kristina Johansson, Researcher, University West (Sweden)**

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

“A National course as a driving force for exchange of experience and knowledge on work-integrated learning”

Kristianstad University and University West, both located in Sweden, have in collaboration developed a higher education course focusing on WIL and workplace learning. All teachers (in Higher Education), tutors and other interested persons engaged in WIL have the opportunity to apply and participate. The course aims to have a national spread and thereby we provide opportunities for a unique experience among teachers, trainers and other related WIL / placements all around Sweden.

The course rests on multiple perspectives regarding supervision, examination, assessment and evaluation. The participants' own teaching practices is elaborated through the course foremost by them writing a reflection diary. Another important aspect of the course is the writing of a design to develop work-integrated learning activities and also to include a reflection on how this implementation could be evaluated and assessed. Special focus will be on how the course learning tasks, group discussions and project work (the design) can propel the development of the course. We will also discuss more generally the possibility to combine the implementation, evaluation and development of courses to conduct research on them. The latter is exemplified by a research design based on the work-integrated learning activities in the course. In the research the participants diaries is emphasised, we will investigate how the participants reflect on their learning process. The reflection can a) be on my own thought b) be on my own and my group participants thoughts (comparison and contrastation) c) be on my own thought in relation to theory and literature and hopefully end up in a reflection on d) what have I learned and how can I move on. It will be intresting to analyse the individual learning trajectories as well as patterns of adjustment/ resistance in the groups (since this is a net à based course with a lot of group activities built in to it).

We aim to start the course this fall and we would like to have your response on it, as well as if you can see a need for this kind of course internationally.

**Keywords**: Work integrated learning, Internet based education, National- international course, Reflection, Researching the own practice

**Ann Knettler-Smith, Assistant Director of Disability Services, The Office of Disability Services, Drexel University (U.S.); Nancy LeClair, Assistant Teaching Professor, Steinbright Career Development Center, Drexel University (U.S.)**

“The College to Career Transition for Students with Disabilities”

The co-operative education experience is an exciting and challenging journey for students as they identify their skills and strengths, locate jobs that are a good match, prepare their resume, and practice interviewing. For students with disabilities, this process carries many additional and often daunting steps. Disclosure of a disability to an employer is one of the most difficult of these steps, as there are individual philosophies as well different junctures at which a student may choose to disclose. Students, along with their disability services and co-operative education representatives, must also work with employers to dispel common misconceptions and myths about people with disabilities. In our presentation, we will review United States legislation on
employment for people with disabilities. These laws inform the best practices by which career services, cooperative education and disability services staff work together to assist their students. We will also define the different kinds of disabilities, discuss the role of appropriate accommodations in the workplace, and provide tips on working with these students as they navigate the job search process and success once on the job. Finally, we will conduct small group activities with participants using case studies and scenarios from both the employer and higher education perspective. Attendees will leave our presentation with guidelines of how to implement a smooth transition from the college classroom to a co-op job for their students.

Darnice Langford, Professor of Practice, University of Cincinnati (U.S.)

Supporting Presenters: Maureen Schomaker, Assistant Professor of Professional Practice, University of Cincinnati (U.S.); James Tappel, Assistant Professor of Professional Practice, University of Cincinnati (U.S.); William Walters, Assistant Professor of Professional Practice, University of Cincinnati (U.S.)

“Corporate Best Practices in Cooperative Education and Work Integrated Learning”

This session is part of an ongoing study for the purpose of development of an Employer Handbook and studying co-op workplace competencies. The study is concerned with analyzing employer best practices in hiring co-ops and developing them into high performers for possible permanent hire. As part of this study, the authors have created a survey and deployed it to employers asking what they perceived to be their company's best practices in their co-op programs. Additionally, a survey was created and deployed to students asking what they perceive to be best practices of their co-op employers. The authors will present data that has been collected from University of Cincinnati employers regarding the administration of their co-op programs and from students regarding their perceptions of their employer's best practices. This interactive workshop will then solicit feedback from its participants by facilitating small-group discussions on how the feedback obtained from employers and students could theoretically add qualitatively to their own institutions' programs through co-op curriculum development, development of student workplace competencies, and post-graduation job offers.

Session participants will both learn and become part of the study of Corporate Best Practices. Keywords: Employer Needs, Hiring Practices, Employer Goals & Objectives, Best Practices, Cooperative Education

Robert Laslett, Adjunct Associate Professor, FLSS, Swinburne University of Technology (Australia)

Supporting Presenter: Neil I. Ward, Chemical Sciences, FHMS, University of Surrey (UK)

“Future Requirements for International Work Integrated Learning (WIL) Placements: from Work Permits/Visa to Debriefing and Career Enhancement”

Chemistry, University of Surrey (UK) and Swinburne University of Technology (Australia) have been involved in an international work integrated learning (WIL) student exchange programme for more than 20 years. In establishing an international programme it was necessary to develop methods of student briefing/debriefing and a framework such that all participants (academics in both countries, industrial supervisor/s and student) knew what their role was in order to minimize problems and maximize the student/company experience. Present day international programmes require a much more detailed framework, including solving many problems relating to work permits/visa requirements, insurance, medical care, language and academic course provision, credit-based assessments for degree programmes, risk assessment and courses of action due to terrorist or emergency events, etc. Moreover, many universities are now looking at how work placements can set their place on the league table of student employability statistics. This paper will review the changes from the initial ideas about international work integrated learning (WIL)
student exchange programmes and how modern requirements have to be addressed and yet still be able to maintain the student/company based features.

Leslie Liggett, Manager, Co-operative Education Program and Career Services, Peter B. Gustavson School of Business, University of Victoria (Canada)

Supporting Presenter: Barbara Svec, Co-op Coordinator, University of Victoria (Canada)

“Competency-Based Curriculum for Co-op and Career Education”

The University of Victoria has done a comprehensive articulation of the competencies that students should expect to gain prior to graduation. These competencies are categorized as: (i) a set of ten core competencies appropriate for all students, (ii) discipline specific competencies derived from each of 45 academic program areas, and (iii) professional competencies based on profession-specific criteria.

The program has utilized the competencies to develop a co-operative and career education curriculum designed to support students in their career development. Students are able to: identify their current competencies, understand what competencies they can gain through their academic program, experiential learning program, and co-curricular activities, appreciate what competencies will be required for success in the workplace, and develop a plan for competency development.

In the summer of 2011, the University will begin using a competency-based learning outcome evaluation system based on this model. Results from this evaluation system should help inform program and curriculum development.

In this workshop, we will discuss:
1. The development of ten core competencies for all students
2. The process for articulating competencies across over 45 academic units
3. An overview of a career curriculum using a competency approach

Keywords: Curriculum, Competencies

Bruce Lumsden, Associate, Waterloo Centre for the Advancement of Co-operative Education (Canada)

Supporting Presenters: Dr. Rocco Fondacaro Director, Student and Faculty Relations, Co-operative Education & Career Services, University of Waterloo (Canada); Dr. Heinz Lechleiter, Former Director of Quality Promotion, Dublin City University (Ireland)

“Quality Within and Around Us: The Role of Expectations”

Over the last 15-20 years there has been an exponential increase in the concern for, interest in and the understanding of quality in higher education.

While this increased emphasis is welcome, indeed necessary, some questions persist: What do we mean by quality? How do we identify it? How do we know we have achieved it? Can the same definition of quality apply to services as is applied to products? Can the definitions of quality that are used for services and products be applied to universities?

This workshop presents a concept of quality that is both theoretically sound and practicable. For this purpose, it uses two interdependent notions: expectations and dimensions. The workshop builds on two previous WACE presentations in 2007 and 2009.

The perception of quality is formed by the expectations of those involved in the educational process. They have to be clearly stated and understood by all concerned in order to come to an agreed and shared understanding and terminology of what constitutes quality in the given context. There are three primary dimensions of quality; they represent the people involved (Partners), the foundations underlying the pursuit of quality (Principles), and the aims and goals of quality measures (Purpose). Each having, in turn, three secondary dimensions; the Partner-dimension, for example, is subdivided into the three groups of students, institutions, and employers.
The presenters have developed a three-dimensional model, the CUBE, which provides a framework for analysis, discussion and implementation of a quality approach to specific issues or problems in a Work Integrated Learning/Co-op environment.

Carol-joy Patrick, Service Learning Coordinator, Griffith University (Australia)
Supporting Presenter: Ms. Judie Kay, Victoria University (Australia)
Supporting Author: Deborah Peach, Dr, Queensland University of Technology (Australia)
“Comparison of Models of Work Integrated Learning and Cooperative Education”
Internationally, a range of work integrated learning (WIL) and cooperative education (COOP) models and approaches exist such as work/practice-based placements and projects; simulated experiences, in-class professional activities. Research initiated at the 2009 WACE International Conference in Vancouver, British Columbia explored the range of models. This work was further developed at the 2010 ACEN conference in Perth, Australia. This third workshop will build on this research by enabling participants to explore specific dimensions of different models. That is, how the dimensions of different models impact on learning and the ways in which structure can assist students to negotiate the experience. The workshop will also consider; and the impact of academic supervisors and industry supervisors or mentors on the effectiveness of different models and approaches in creating smooth university-to-work transitions. Workshop participants will consider the ways in which context affects how different models are shaped, including the impact of professional expectations, and how all these factors contribute to the quality of the students’ learning experiences.

Participants will explore these dimensions in the context of mapping their specific WIL or COOP program against a range of models, and proposing resolutions to any areas within their programs which may benefit from alternative considerations of unit/course design.

Keywords: models, mapping, work integrated learning

Tracy Robinson, Program Leader (Education), The University of Newcastle, Centre for Rural and Remote Mental Health, School of Medicine and Public Health (Australia)
“Mental Health Emergency Care (MHEC) - Inter professional Online Learning Program”
The management of mental health patients in Emergency Departments (ED) has changed markedly in recent years. Currently the ED has a pivotal role at the interface between community care and hospital medicine. This role is supported at a national level in Australia by the fourth National Mental Health Plan (2009- 2014) and in 2007, NSW Health initiated a Memorandum of Understanding with Police and Ambulance services to improve care for people presenting to EDs with mental health problems. All signatories identified a need for education to support frontline workers.

The University of Newcastle (UoN), through the Centre for Rural and Remote Mental Health (CRRMH), has responded to this identified need to up skill generalist health clinicians by developing a partnership with the NSW Institute of Psychiatry to develop an accredited inter professional online Mental Health Emergency Care education program. The development of the online MHEC course was led by the CRRMH and was implemented during 2010 as a research project through the UoN. The project was overseen by an Advisory Committee, comprised of NSW Health, NSW Police, NSW Ambulance, service users, the Trans cultural Mental Health Service, the Institute of Psychiatry and carers. The curriculum was reviewed by clinical nurse consultants and mental health clinical liaison staff. In 2009, the online MHEC course was accredited as an elective in the Masters of Mental Health Nursing, the Masters of Health Science and the Masters of Public Health at the UoN.

Keywords: Work Integrated Learning, Mental Health

Andi Sciacca, Assistant Dean of Instructional Development, The Culinary Institute of America (U.S.)
Supporting Presenters: Patrick Bottiglieri, PhD, CHA; Lynne Eddy, RD, LPN, CHE  
“Let’s DO Something! - Cooperative Education as a Platform for Benchmark, Milestone, and Capstone Courses at The Culinary Institute of America”

At The Culinary Institute of America, we build learning communities through cooperative education, work-integrated learning, and experiential course design. Whether in our kitchens, our restaurants, or our traditional classrooms, our scholarship focuses on the value inherent in developing and sustaining educational environments that foster relationships within the larger community.

CIA students begin their academic progression in groups. They dine together, work in partnership, and conduct self-directed meetings outside of class to address issues affecting classroom dynamics. As students proceed through the program, they design and complete a working externship that illustrates student engagement with the subject matter, and requires them to develop a clear strategic plan for their intentions to integrate degree planning with career planning. This model shapes the student [and the program] from the first course to the last, and creates a rich environment for teaching and learning.

The workshop we are proposing would focus on three of our experiential and cooperatively designed courses within the AOS and BPS programs. Participants would experience a sense of what life is like at the world's premier culinary college, while exploring ways in which these courses can be adapted to any educational environment, not just a progressive or culinary program.

Starting with an exploration into synaesthetics and shared experiences - moving into the development of a specialized, work-integrated course - and ending with an exercise that mirrors one of our most rewarding capstone courses, our workshop participants will work and play in the fields of a truly cooperative educational program.

Keywords: culinary, experiential learning, synaesthetics, cooperative learning, learning communities

Stephanie Sullivan, Senior Co-op Coordinator, Steinbright Career Development Center, Drexel University (U.S.); Joseph Hawk, Operations and Program Assessment Manager, Steinbright Career Development Center, Drexel University (U.S.)

“Assessing Academic Learning Priorities through Experiential Education”

There is growing interest in assessing student learning for program, college, and institutional improvement, as well as to comply with accreditation standards (regional and programmatic). In line with Drexel’s mission, the ability to evaluate student understanding and ability in real-world applications is important. The co-op program provides a robust solution to providing our colleagues with these kinds of performance data. By reviewing assessment practices within the Steinbright Career Development Center at Drexel University, the department identified two major areas which desired improvement: the need to create student and employer evaluations that were more closely aligned with student learning priorities and college-specific accreditation needs, and the need to improve the accessibility of the data gained from these evaluations. In collaboration with the University Committee on Learning Assessment, new student and employer evaluations were developed to align with the eleven Drexel student learning priorities. These learning priorities (ranging from Information Literacy to Self-Directed Learning to Professional Practice) were designed to transcend program level education and identify key areas of development for every Drexel student. However, the need for college-specific questions to support accreditation and program planning remained. Meetings with University stakeholders (students, employers, faculty, staff, and administrators) focused on improving questions and increasing accessibility of evaluation data. These two initiatives allow colleges and specific programs to incorporate student performance data from their co-op experiences into their existing assessment plan by providing applicable and accessible data.

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Yasushi Tanaka, Professor, Center for Research and Development for Cooperative Education, Kyoto Sangyo University (Japan)

Supporting Presenter: Dr. Kevin S. Carlson, Educational Development Officer, Educational Development Centre, The Hong Kong Polytechnic University (Hong Kong)

“‘What should I do with all these numbers?!’ : Examples and models of different quantitative approaches to evaluating WIL”

As the popularity of WIL grows, there is a growing need to consider how more quantitative evidence about WIL’s effectiveness can be gathered to complement the extensive qualitative evidence already gathered. Plus, as WIL issues become more international, exploring methods which allow for broader and deeper international comparisons is useful. This workshop will explore different quantitative approaches which help fulfill these goals.

The format of the workshop will be modeling - followed by open discussion - and ending with a demonstration of international collaboration. Two researchers from different disciplines - Economics and Psychology - will present ways that they have dealt with large sets of quantitative data. These models will emphasize the discovery of meaningful findings that relate to a better understanding of the processes and outcomes of WIL.

Then, the workshop will have an open discussion among participants in relation to issues that they have faced with dealing with quantitative data. As this type of workshop is new to WACE, this open discussion is seen as exploratory - and while addressing participants’ issues, it will serve as a springboard to develop more focused sessions in future WACE conferences.

Finally, the facilitators will briefly demonstrate how such quantitative approaches can facilitate collaboration across institutions and national boundaries. It is hoped that this workshop acts as a starting point for setting up a basis for the frameworks and methods for whoever wishing to assess their own WIL programmes over time and compare them with those of other institutions â both nationally and internationally.

Keywords: Evaluation, Quantitative Research, Statistical Approaches, International collaboration

Michelle Vazquez Jacobus, Assistant Professor, University of Southern Maine: Lewiston Auburn College (U.S.)

Supporting Presenters: Robert Baskett, Clinical Psychologist/Director, Sandcastle Clinical and Education Services (U.S.); Christina Bechstein, Public Artist, Maine College of Art (U.S.)

“Building Castles Together: Integrating Art and Culture to Strengthen Community and Foster Resiliency in Diverse Populations”

The Building Castles Together (BCT) project, an interdisciplinary collaboration including the community-based campus of a state university in Lewiston, Maine (USM LAC) and a local preschool (Sandcastle) which serves diverse children with special needs, has been using art, culture and social relationships to build relations, foster resiliency and strengthen community through interactive events and culturally co-created art. Focusing on the assets and challenges of Lewiston’s increasingly diverse community, the project integrates cultural workshops and community building events aimed at exploring people’s sense of culture, communication and creative expression. We draw on the inherent expertise of staff and clientele, emphasizing mutuality and empowerment based models for positive clinical work, organizational development, and community building. The BCT project provides a model for multi-level asset-building with immigrant and refugee, as well as multiply vulnerable populations. It also provides numerous lessons regarding sustainable collaborative partnerships including the importance of mutuality and reciprocity; diversity; community integration; dynamic interaction; and asset enhancement. This interactive workshop will overview the BCT project both as an exemplar of interdisciplinary and inter-institutional collaborations and as a model of integration of education and empowerment at multiple levels, from the family, to the workplace, to the
Francesca Walker, Senior Lecturer, University of Central Lancashire (UK)
Supporting Author: Michael Bowerman, Research Assistant, University of Central Lancashire (UK)
“Beyond Placement Extinction - coming up for air. Does a recession change students’ views of undertaking work placements?”
Between March 2009 and April 2010 the students of University of Central Lancashire’s School of Sports Tourism and the Outdoors and the Lancashire Business School were surveyed to discover the reasons for the catastrophic decline in students undertaking work placements. The aim of the research was to discover the reasons for the decline and to put measures in place to support students in their search for an industrial placement.
The latter part of 2008 saw us entering the greatest recession since the 1920s; the research took place as the momentum of the recession grew. The team, supported by external funding from the Centre for Professional Placements Learning (CEPPL) at the University of Plymouth, reviewed student opinions during “dire” times in terms of their future employability and a highly competitive labour market where graduates are now competing with professionals with over fifteen years of experience, willing to take lower salaries. Our workshop will discuss the measures have been put into place as a result of the research findings to assist students in their search for a placement, together with the effectiveness (or not) of these measures.
The workshop aims to provide delegates with:
- Some key messages to those delegates working with students seeking industrial placements;
- Practical suggestions to encourage students to undertake industrial placements;
- An interactive experience in which views are shared and recorded in real-time;
- A visual tool to take away (a short YouTube clip which promotes the benefits of undertaking a work placement).

Kawana Williams, Assistant Director, Career Center, Florida State University (U.S.)
“Preparing Students for a Professional Workforce”
Universities strive to send competent students into the workforce and employers hope to maximize that talent by assisting them in developing practical skills during their Cooperative Education and Work Integrated Learning experience. Research has shown that the most effective of these programs balance business productivity with practical development. Therefore, this session will provide information on how universities and employers can incorporate programs designed to develop the students professional skills; how the two can partner together to produce cost effective services; and how businesses can structure an effective training program that both fulfills the organizations commitment to student learning and make student trainees all the more capable of contributing real value to the organization and beyond. Special attention will be placed on programming related to mock interviewing, etiquette, and attire.
Keyword: Professional