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# ACCEPTALK

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## Chair's Report

Greetings and a special welcome to all our new members. Firstly, I am pleased to report on another highly successful national co-operative education conference. The NZACE one-day annual conference was held in conjunction with the Association's AGM at the Lake Plaza Hotel in Rotorua, New Zealand's leading geothermal area and prime tourist attraction. The conference theme was Work-Integrated Learning in the 21<sup>st</sup> Century and some 50 delegates, including overseas representatives, attended paper presentations from a range of subject disciplines - science and technology, business studies, teacher education, and industry training organisations. Papers were presented on aspects of best practice, research approaches in cooperative education, access to external funding, migrants' communication difficulties and internationalisation of co-op. Refereed papers are available as Conference Proceedings and will be available shortly (email: [clauron@unitec.ac.nz](mailto:clauron@unitec.ac.nz)). Given its success, NZACE is considering expanding the conference to a two-day program for March-April 2001; the details of which will be available on the NZACE website ([www.nzace.ac.nz](http://www.nzace.ac.nz)) later this year.

I am also pleased to report on the launch of the new internet based Asia Pacific Journal of Co-operative Education. This is an exciting new venture supported by NZACE. Our thanks go to Dr Richard Coll, from the University of Waikato, for his enthusiasm and energy in making the journal concept a reality. Thanks to Richard's efforts the journal has in place an international editorial board and is now seeking articles and papers for its first edition. Contributors to the NZACE conference are invited to submit research reports to the *Journal*

for publication (email: [editor@apjce.org](mailto:editor@apjce.org)). Further details are shown in the article in this newsletter.

A warm welcome goes to the new Council members of NZACE, elected at the recent AGM – Judi Campbell (UNITEC), Sheila Grainger (Christchurch College of Education), Kathyryn Hoskyn (AUT) and Karsten Zegwaard (University of Waikato). I believe the Council has a large number of talented people who will serve NZACE well in the coming year.

The new Council has already set to work on a number of initiatives for the year. In addition to its involvement in the new Asia Pacific journal, other priorities will be: the continued updating of NZACE promotional material (a new flyer is to be developed this year), an update of the database handbook of co-op programmes in New Zealand, setting up of a working party to explore a future international conference bid, a promotional push to involve more employers in NZACE, updating and expansion of the NZACE website ([www.nzace.ac.nz](http://www.nzace.ac.nz)) and, the expansion of the NZACE conference to two day event in 2001.

And, if there is some spare energy out there, let us know – there are plenty of things you can do to help promote NZACE and work-integrated learning in New Zealand !

**Kia ora**

**Dave Hodges**

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# Who's Who on the NZACE Council

## **Dave Hodges, Chairperson**

Dave is the chairperson of NZACE. As a Senior Lecturer at UNITEC Institute of Technology, Auckland he has academic responsibility for the co-ordination of the Industry Based Learning Course for the BBS degree. In his non-teaching role he is the Planning Manager for the Faculty of Business. Dave has ten years experience in the tertiary education sector, as well as fifteen years industry experience in the areas of accounting, management and information systems. He holds a MEdMgt, a Graduate Diploma in Business (Information Systems) and is a Fellow Member of the Association of Accounting Technicians (UK).

## **Lester Finch, Deputy Chair**

Lester is the Dean of the Faculty of Arts and Social Sciences at EIT Hawkes Bay. He has a range of experience particularly in the Education Sector where he has led several initiatives including the Chartwell School joint venture with the Japanese government and the development of the Kimi Ora Community School in Flaxmere. At EIT Lester chairs Te Tiriti o Waitangi Monitoring Unit and is currently engaged in research on the communication strategies of men violent in domestic settings.

## **Martin Hall, Treasurer**

Martin is the Dean of the Faculty of Applied Skills at UNITEC Institute of Technology. Martin has been a member of NZACE has several years and has been very active in promoting and implementing industry – education partnerships.

## **Jo Fletcher, Secretary**

Jo is the Selection Coordinator for the primary teacher education programmes at the Christchurch College of Education. She also lectures in English, Professional Communication and Professional Studies.

## **Kathryn Beresford, Council Member**

I am the new Project Manager for Cooperative Education at Lincoln University, replacing Dr Leslie Raymore. I have just completed a Bachelor of Arts Degree in Psychology and Sociology at Canterbury University. In order to determine the potential benefits of Cooperative Education for Lincoln University, I will be contacting administrators at educational institutions which already have these programs in place. The information in NZACE Database and the expertise and experience of Council members will greatly assist in this process

## **Judi Campbell, New Council Member**

Judi is a lecturer in the School of Communication at UNITEC. She is involved with students doing internships as part of their degrees. She joins the council this year after attending the conference over the past two years.

## **Chris Eames, Council Member**

Chris is a placement co-ordinator in the BSc(Technology) degree programme at the University of Waikato, specialising in biological sciences. He has

responsibility for placing 50 students a year. He also lectures in biochemistry and microbiology. Chris has been a member of the council for four years, and was a member of the organising committee for the first Asia-Pacific Regional Conference on Co-operative Education in 1994. He is currently studying for a PhD degree in co-operative education, investigating the nature of learning that occurs in the work placement.

## **Sheila Grainger, New Council Member**

Sheila is a Senior Lecturer and Co-ordinator of Primary Pre Service Teacher Education Programmes for the Christchurch College of Education Nelson Campus. She works extensively with student teachers on teaching practice in schools, and with the associate teachers who work co-operatively with them. Her research interests revolve around the process and value of the professional practicum in work based learning situations. She was Principal of Tapawera Area School for 5 years developing a range of innovative partnerships with industry under the Link training scheme and prior to that was in the Education Review Office.

## **Kathryn Hoskyn, New Council Member**

Katharine is the Module Co-ordinator for the Co-operative Education module in the Bachelor of Business programme at the Auckland University of Technology. This involves academic coordination for students in placements within New Zealand and overseas across a wide range of business disciplines from accounting to advertising, and includes management, marketing, tourism and IT. She is also currently involved in developing Co-operative Education within the Honours programme.

## **Kath Seton, Council Member**

Kath has been a lecturer at the School of Nursing at UNITEC for the past seven years and has always had an interest in theory/practice integration. In 1997 she accepted the position of clinical co-ordinator which involves liaison and planning of approximately 300 students in the Bachelor of Nursing Programme. It also involves placement management for students seeking registration in NZ enrolled in their Overseas Registered Nurse course. Kath negotiates placements with two other Technical Institutes in Auckland offering BN programmes. Presently, she is also involved in developing a model of preceptoring (the student/clinical staff/tutorial staff relationship roles) for third year students and establishing links with other Technical Institutes to share knowledge of this position to assist in planning and managing workplace experiences

## **Karsten Zegwaard, New Council Member**

Karsten is one of the Co-ordinators for the Bachelor of Science (Technology) at The University of Waikato, and has the responsibility of placing 50 students. Primarily he is involved with Earth Sciences, however also undertakes the Environmental Sciences and Resources and Environmental Planning areas. Currently Karsten is undertaking a PhD, in collaboration with AgResearch and Dairy Research Corporation, within the area of Soil Physics and Agronomy.

# *Important Announcement!*

## **New Cooperative Education Journal**

A new Journal for those interested in Cooperative Education has just been launched in New Zealand. The Asia-Pacific Journal of Cooperative Education represents an exciting new development for professional communication for cooperative education practitioners and others with an interest in work-based learning, with particular emphasis on the Asia-Pacific region. APJCE arose from a desire to produce an international forum for discussion of cooperative education issues for practitioners in the region and is intended to provide a mechanism for the dissemination of research, best practice and innovation in work-based learning. The journal will maintain close links to the biennial Asia-Pacific regional conferences conducted under the auspices of the World Association for Cooperative Education (WACE). In recognition of international trends in information technology, APJCE is produced solely in electronic form. Published papers are available as PDF files from the website (<http://www.apjce.org>), and manuscript submission, reviewing and publication is electronically based.

Contributions may be of two forms; research reports describing research into aspects of work-based learning,

and essays that review relevant literature or discuss innovative practice or programs likely to be of interest to a broad audience of practitioners. APJCE will also accept correspondence of interest such as reports of conferences and notification of relevant up-coming regional or international activities. All manuscripts, except correspondence, are reviewed by two members of the editorial board.

While it is currently based in New Zealand it is expected that management of the Journal will move around different countries in the Asia-Pacific region. The Journal has been established with the backing and support of NZACE and The University of Waikato.

This new and very accessible journal represents a terrific opportunity for you to get published, share information and find out what others are doing. Please support it. Check out the website (<http://www.apjce.org>), and get writing!

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## **NZACE Conference 2000 Proceedings**

Following are the abstracts for the 2000 NZACE Conference. The refereed proceedings will be sent to all delegates and we hope to have that with you within the next month.

If you did not attend the conference but would like a copy of the proceedings please contact (in a month's time) Clarita Lauron at Unitec Ph 09 815 4321 or email [clauron@unitec.ac.nz](mailto:clauron@unitec.ac.nz). They will be available at cost price to members and at a higher rate to non-members.

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### **“ARTISTRY LOST... AND FOUND.”**

Sheila Grainger, Christchurch College of Education

Tertiary Education is caught in the grip of spiralling credential inflation. As professional training courses, such as pre-service teacher education courses, move towards degree status with all the academic rigour and tightly prescribed learning outcomes and performance standards this entails, how can professional educators maintain a balanced focus, and ensure that the artistry of the practitioner is recognised, valued and developed?

In this paper/workshop the writer:

- uses the work of Schon (1987) and Shulman(1987) as a jumping off point to explore issues surrounding the artistry of professional practitioners, especially teachers
  - reflects on her own experience as an observing lecturer for students on teaching practice
  - suggests some ways of opening windows on the practitioners' craft e.g. video stimulated recall Meade and McMeniman 1992, 1999
  - attempts to “reunite” professional practitioners with their practical skills base
  - looks at how the development of practical skills or artistry may be facilitated for self and others
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**TECHNZ – FUNDS TO SUPPORT STUDENT  
PROJECTS ARE AVAILABLE.  
USE IT OR LOSE IT!**

Dr Chris Kirk, Massey University

Co-operative Education Programmes require students to undertake set periods of work experience. If these work placements involve a project and satisfy certain other criteria, then they may be eligible for funding support from Technology New Zealand. Some co-op programmes are beginning to tap the support but others may not be aware of the opportunity. To-date, TechNZ has been “underwhelmed” with applications for funding to support undergraduate students undertaking suitable projects.

The type of projects that can be supported with a TechNZ grant will be explored and the mechanism for applying explained.

**QUALITY ASSURANCE IN WORK-BASED  
LEARNING: A PROVIDER'S PERSPECTIVE**

Ami Sundar, Academic Section, Eastern Institute of  
Technology, Hawke's Bay

Education and work are complementary but not integrated yet to give confidence of their potential value. The introduction of the National Qualifications Framework and changes to the delivery and assessment of practical work-based learning gave some tangible recognition, but there are still a number of quality assurance issues unresolved. These are critical for the success of work-based learning.

This paper examines the current practices of the work-based learning from a provider's perspective and argues that lack of a coherent policy, different cultures between education and work-based training, lack of trained supervisors, declining funding for work-based learning, and lack of support systems are impediments to quality assurance. It further postulates how some of these issues could be worked through to enhance the confidence of work-based learning in education and training.

**NEW MIGRANT PROBLEMS WITH  
WORKPLACE COMMUNICATION**

Annette Sachtleben, School of Languages, Auckland  
University of Technology

This paper examines how to help new NESB (Non-English Speaking Background) professional migrants, and those who are placed in work experience as part of an ESOL course. In any culture, rules of acceptable verbal behaviour are unconsciously followed by members of that speech community. When they are broken, the speaker who has flouted them is

unconsciously judged as an outsider, with possible associations of suspicion and mistrust being attached to that judgement. In the area of employment this is particularly relevant. Our society uses forms that sound casual and friendly. The instant use of first names is an example of this. New migrants can be confused by this, and use casual forms at work for important functions like requests, information seeking and apologies. The result is usually stonewalling, and a feeling of frustration and mistrust on both sides. This paper shows how to prepare new migrants' spoken English for the work placement.

**WORKPLACE REQUIREMENTS IN THE THIRD  
MILLENNIUM – BUSINESS STUDENTS' AND  
GRADUATES' PERSPECTIVES ON THE  
DESIRABLE COMPETENCIES**

Noel Burchell, Dave Hodges and Elizabeth Rainsbury,  
Faculty of Business, UNITEC Institute of Technology,  
Auckland

Identifying which workplace competencies will be required of business graduates in a working environment characterised by change and complexity is a challenging task for curriculum developers. UNITEC's Industry Based Learning (IBL) course, an integral part of the Bachelor of Business Studies (BBS) degree programme, assesses students on a range of workplace competencies. To confirm whether the course's required competencies match those demanded in the workplace, a comprehensive study was undertaken involving the key stakeholders - employers, recruitment consultancies, academic staff, students and past graduates.

This paper contributes to the study by comparing the perceived importance attributed by students and graduates to a range of workplace competencies that could be required of business graduates. This paper will also consider graduates' perceptions of the extent to which these competencies were developed in their business degree. A gap analysis will provide insights into graduate views on which key workplace competencies need greater attention in both the Industry Based Learning course as well as in the undergraduate curriculum.

The method involved a literature review to examine studies identifying desirable graduate competencies. The key competencies identified formed the basis of a questionnaire survey in which current business students and past business graduates were asked to rank their relative importance, both now and in ten years time. In addition, graduates were asked to rank the extent to which the competencies were developed in their undergraduate business degree.

The study forms part of the on-going review and development of the UNITEC IBL course and BBS degree. The study also contributes to the body of knowledge in the area of competency-based learning as

demonstrated in co-operative education and will be of relevance to all those with an interest in graduate competencies.

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### LEARNING SUPPORT AT LEVER REXONA

Cheryl Brown, Lever Rexona and Whitireia Community Polytechnic

I am a learning support tutor at Lever Rexona and have been for 8 months. The position was established so that staff could have extra language and mathematics support in order to pass the work place assessments – a system called at Lever's The Matrix. There are also staff who were employed more than 10 years ago who need some assistance with basic numeracy and literacy in order to complete the paperwork involved in their daily work. I also see people from the canteen and the laboratory – these people are all second language learners, as are some of the factory staff. Staff now have to complete entrance tests before working there.

Assessments for the Matrix are competency based and at the "introductory level" staff are assessed on the factory floor. Advanced modules include negotiating and facilitation skills.

In some parts these are linked to NZQA qualifications - especially in the trades areas.

Some assessments are related to the factory – eg Line operation

There is a team environment. People are expected to participate as team members.

I have developed a skills list so that any work or assessments I do are linked into the skills required in the factory. There is also a list of "enablers" (capability skills) developed by the Factory Improvement Officer. We need to tie these together and to develop an overall view.

I try to have a learner centred focus in line with my own philosophies on teaching. I am also expected to show that I am linking any work to the factory. I try to link training concepts to education – do I teach people to fill in the forms (yes) but how much time should I spend on teaching other concepts related to measurement? Sometimes I am expected to teach one concept without having the opportunity to "go back" to the basis of learning. Much of learning is the "language of assessment" – other learning is more general.

At present we are evaluating learning support with learners and training coordinators. One difficulty is that for staff from the laboratory and the canteen it is easier to get to me. Need for everyone to be committed.

My other job I teach units from the National Certificate in Employment Skills – in a TOP literacy and work experience programme. (This has changed over last 2

years. Last year it was a programme with 80% work experience – this year it has returned to being a literacy programme! Skills taught there are for the workplace. For many I teach the leap required to work in a factory now is huge. They wouldn't pass the entrance test at Lever Rexona

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### BENCHMARKING: OPPORTUNITIES AND CHALLENGES IN CO-OPERATIVE EDUCATION

Judi Campbell and Mary Kingsbury, School of Communication, UNITEC Institute of Technology

Benchmarking is the continuous systematic search for identifying and evaluating best practices. Its application to Co-operative Education provides an opportunity to recognise the current best practices, identify opportunities for improvement, identify appropriate solutions to on-going challenges and implement best practices.

Benchmarking therefore provides the opportunity to:

- Improve the experience of co-operative education for all stakeholders
- Understand methods and practices needed to achieve an effective outcome and superior performance
- Identify and adapt best practices without re-inventing the wheel
- Encourage creative thinking and co-operative development within and between educational institutions
- Reinforce the role of co-operative education as an essential learning strategy in tertiary institutions

Following an overview of the concept of benchmarking and its impact on performance and quality processes this paper presents a range of options for the use of benchmarking within and between co-operative education academic providers. It suggests a number of opportunities and challenges within this context and proposes a framework for development.

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### COLLECTIVIZING TEAM LEARNING

Tom Cockburn, University of Wales Institute Cardiff, (UWIC) Wales UK.

Cheryl Cockburn-Wooten, University of Waikato, Hamilton New Zealand.

This paper examines actively-embodied team learning and was part of an action research project undertaken originally by a group of MBA students during 1996 and 1998 that was extended by the first author. The research is part of a three-stage programme, with the MBA teams' project outcomes incorporated as part of stage 1. During this stage, these projects were initially undertaken as a number of real-time, consultancy projects for local companies. The first stage consisted of an analysis of the individual reflective logs and diaries of over 100 MBA students during the two year time

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period. In addition, data was obtained from unstructured observations of the teams as well as managers in host companies. To enrich this data further, a series of cross-sectional interviews were undertaken with the MBA team members.

The research was developed further with staff in other organisations as part of stage 2. This stage of the programme involved staff in the latter organisations from a range of work-teams. The approaches that had worked well within the MBA teams were piloted within some of the work teams, with the overall aim of developing and improving these approaches in organisational practice. A number of tools and techniques were employed to promote corporate vision, reflective learning-in-action and to access tacit knowledge. The work of Nonaka on tacit knowledge was extended and personal dynamics of transition from passive to active learning explored. It was seen that the successful teams evolved into micro learning-organisations through a staged process of transformation. These stages of transformation-based upon models of individual and group development- were related to each other as entwining spirals that complemented, responded to and extended upon each other. We were concerned particularly to map individual and personal development aspects. Some tentative models of team interactions in a range of situations including some that were personally threatening to members' self-esteem and others where the interactions were in a virtual environment were investigated.

This model can be employed to improve corporate training and development by inverting the traditional H.E. "pyramid" (of theory first, then know-how and lastly personal qualities and attitudes). This process is in accord with other recent research concerning management development such as the report of the Torino group, 1998, "Re-designing Management Development in the New Europe." The personal transformations within the team are analysed and discussed in relation to the overall team and their learning development. There is scope for further development of the impact of the model within virtual team environments and that has caused us to extend the third stage of the programme to include further work with international organisations, including educational providers. This work will be reported in a paper currently being prepared for an international journal and conference later this year.

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### INTERNATIONAL STUDENT EXCHANGE

Richard Chapman and Richard Coll, Cooperative Education Unit, University of Waikato

This paper presents an overview of international student exchange and includes the setting up of a program, the perceptions of foreign and New Zealand students of the

benefits and barriers of an overseas placement and subsequent implications for co-op coordinators.

The BSc(Technology) degree program at The University of Waikato has for the past ten years offered a limited number of international reciprocal work placements in partnership with a number of overseas institutions. It has been found that these partnerships function best when detailed memoranda of understanding are developed. Such memoranda need to detail clear statements and criteria for student selection, support and supervision. The findings of a detailed qualitative investigation of eleven students who undertook overseas placements revealed that in spite of problems and anxieties encountered, students perceive that an international placement provided them with enormous advantages in the areas of self-confidence, communication skills and knowledge of other cultures.

The implications for program coordinators from the investigation was a better realization of the hassles experienced by students, especially in obtaining work visas, arranging travel and whether they would meet the expectations of the work place. The findings also suggest that coordinators should better prepare their students before departing on exchange, by providing a detailed description of the workplace, duties required and skills necessary. Whenever feasible every effort should be made to organize international placements with plenty of lead-in time, in order to complete the necessary immigration formalities. However, it is our belief that the rewards of an international program far outweigh the extra effort required to set them up and to sustain them and in addition, they certainly result in tremendous benefits not only for the students, educators and institutions involved but also for the participating organizations who employ students from other cultures.

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### WORKBASED NUMERACY

Maria Hayward and Victoria Yee, School of Languages, AUT

This workshop incorporates the AUT School of Languages' experience in research and teaching both in the workplace and on pre-employment courses.

As a result of the increasingly high-tech production environment and service sector, there has been a marked change in employer demands for front-line workers. This is particularly noticeable in the area of numeracy, where new quality control procedures require good understanding of a range of mathematical concepts. For example, the ability to estimate, to use a calculator with understanding, to comprehend fractions, decimals, percentages and metric measurement is fundamental -- and beyond the current capabilities of many employees.

This workshop outlines some of the current numeracy requirements of industry and explores the discrepancy between employer expectation and employee capability.

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We will also look briefly at ways in which training providers can prioritise numeracy training to meet the current needs of industry more effectively.

(This workshop will be of particular interest to teachers of NESB migrants with low academic qualifications on a TOP programme in a tertiary institute).

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**SHH! THE FILM'S STARTED.  
A LOOK AT HOW VIDEO CAN BE  
SUCCESSFULLY IMPLEMENTED INTO WORK-  
BASED LEARNING**

Helen Cartner, School of Languages, Auckland  
University of Technology

There is a huge, readily available resource that is little used in work-based learning. This resource is the television and video player. This session explores the power of film as a teaching/learning medium in work-based learning situations. Giving visual and aural messages increased importance is an interesting and entertaining way to enhance learning.

A selection of work-based clips from a number of different movies and TV programmes will be shown in order to illustrate how film can:

- promote new ideas and expand the learner's horizon,
- vividly illustrate situations which are unfamiliar or inaccessible and provide the learner with a stimulus which serves as a springboard for further discussion, and
- provide motivation, communication in authentic situations, and a wealth of non-linguistic and cultural aspects.

The real world can be brought into the classroom. Television and film offer a wealth of teaching material as well as exciting learning opportunities for our students.

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**ASSESSING THE CO-OPERATIVE EDUCATION  
OF STUDENT TEACHERS**

Jo Fletcher, Christchurch College of Education

This presentation focuses on the co-operative aspect of teacher education (professional practice). The presentation is part of a recent research paper on predicting success in applicants to teacher education. It discusses the method of assessing co-operative education. It analyses the relationships between the selection process used for applicants to primary teacher education and the students' assessment by the workplace host (associate teacher). The research looked at a randomly selected group of student primary teachers from their selection into the programme and through to the end of the first year of study. It found that the

student's academic attainment prior to entry was an effective predictor of success in student's academic results in pre-service teacher education courses, but was not an indicator of success in their co-operative work integrated learning assessment. The final selection score of interviewed students more effectively predicted success in their co-operative work integrated learning assessment. The research identified emerging trends regarding gender and ethnicity.

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**EVALUATION OF WORKPLACE  
PERFORMANCE**

Katharine Hoskyn, Module Co-ordinator, Co-operative  
Education, Faculty of Business, Auckland University of  
Technology

This paper considers the evaluation of workplace performance of business students from the perspective of employers, students and academic supervisors.

Several methods of assessing workplace performance are reviewed: Assessment by employers using verbal feedback, written feedback, discussion between student and employer, discussion between employer and academic supervisor, reflection and assessment by the student.

Qualitative research with the three parties involved in Cooperative Education (employers, students and academic supervisors) considers the impact of these assessment measures on student grades, factors influencing feedback of workplace performance and the perceptions of the three parties on the merits and drawbacks of these methods.

As this study is part of a longer term review of assessment procedures within the Auckland University of Technology, this paper covers only work-in-progress to date.

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**A 'WIN-WIN' FOR MENTORS AND BUSINESS  
ADMINISTRATION STUDENTS**

Cynthia Hann & Lorraine Smith, Business Studies  
Section, Faculty of Business, UCOL

This Paper addresses the strategies used to provide workplace mentors for Business Administration students.

The new National Certificate in Business Administration Level 4 contains a Level 5 Unit Standard – 'Provide Executive Assistant Services', which has proved to be demanding and difficult to achieve without some knowledge and experience of the workplace. The increased responsibility, the constant pressure to keep up-to-date with technology, and the need for hands-on training highlighted the need for students to learn in partnership with working office professionals.

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New Zealand Society of Executive Secretaries (NZSES) members, and other professionals in management support roles were approached to mentor Business Administration students. Their brief was to act in an advisory capacity to assist with research for assignments, to provide opportunities for work placement and to assist the students in the development of employment skills.

The Paper examines the processes used to match mentors with students, looks at the difficulties that arose together with an identification of many benefits which resulted for those involved.

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### **WORKPLACE ASSESSMENT - BALANCING THE NEEDS OF STUDENT AND ORGANISATION**

Malcolm Wieck, School of Computing, Faculty of Commerce, Christchurch Polytechnic

This paper compares the needs of the student and employer as they undertook a cooperative education project, completed during the last six months of a full-time, three-year degree in business computing. Some apparent conflicts of interest were examined and ways to resolve these conflicts were explored using Alexander's patterns framework.

The study derives from experiences with the first two cohorts of the Bachelor of Business Computing (BBComp) at Christchurch Polytechnic, where students apply the knowledge and skills gained on the course to real challenges and opportunities presented to them by companies in a business computing environment. The respective outcomes are negotiated between student and employer before the project begins. The student must in addition meet the academic requirements of the Polytechnic; they submit a number of assessments both during and after the project's completion. The employer's focus is on producing a commercial product subject to typical constraints such as budget, quality and time. Conflict may arise when - despite the agreed outcomes - the exigencies of the commercial environment force changes upon the student, deflecting them from their original intent.

The author has responsibility for the coordination of the student project and acts as arbiter for both parties.

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### **WORKPLACE ASSESSMENT IN NZ INDUSTRY TRAINING**

Marilyn Brady, Chief Executive, ETITO

Since 1997, Marilyn Brady has been chief executive of ETITO (Electrotechnology Industry Training Organisation). She became interested in industry training in the late 1980s when the Education Act 1989

and Industry Training Act 1992 articulated the strategy for a National Qualifications Framework and industry-led vocational education and training. The past seven years has seen the ETITO work with the electrical, electronics, telecommunications, security and call centre industries to design and maintain competency-based national qualifications for their industry sectors.

ETITO has also managed enterprise-based training and assessment towards the National Qualifications. A central feature of ETITO managed training and assessment is the registered workplace assessor who, it appears, is unique to New Zealand.

Marilyn will describe the ITO training environment, in particular that of ETITO, and the critical place workplace assessment against competency standards (unit standards) has in industry's uptake of national qualifications for their employees. She will refer to case studies from several ETITO industry sectors to show how workplace assessment can present huge barriers and how those barriers can be minimised by paying heed to industry 'culture' and by offering 'fit for purpose' solutions.

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### **QUALITATIVE OR QUANTITATIVE? CHOICES OF METHODOLOGY FOR COOPERATIVE EDUCATION RESEARCHERS**

Richard K. Coll and Richard Chapman, Cooperative Education Unit, University of Waikato

Research in science education since the turn of the century has been dominated by the use of a quantitative methodological approach. This approach is based on scientific empiricism, and uses the power of mathematical analysis to establish general laws and principles. Gradual recognition of the differences between scientific and educational research has led to increasing interest in a qualitative methodological approach with its foundations in ethnography and employing data gathering tools such as unobtrusive observation, participant observation and in-depth interviews.

Similarly, research in cooperative education has been dominated by quantitative methods of inquiry. In this paper the advantages and disadvantages of qualitative and quantitative methodologies are discussed. It is proposed that the choice of methodology should be driven by the research questions or objectives, rather than any preference or bias for a given methodology. In particular, it is recommended that co-op researchers should consider the use of qualitative or mixed-methodology means of inquiry. In addition, a description of the means of establishing the trustworthiness of qualitative inquiries is discussed, and suggested guidelines for conducting qualitative clinical interviewing are provided.