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ACETALK

Chair's Report

Greetings and a special welcome to all new members! Tena koutou katoa!

I am pleased to report on a successful national cooperative education conference. The NZACE Conference was held over two days in March at the Lake Plaza Hotel in Rotorua. The conference theme was "*Issues and Innovations in Contemporary Work-based Learning*" and around forty to fifty delegates, including overseas representatives, attended paper presentations from a range of disciplines, including science and technology, business, education, and health/sports science. Abstracts printed in this copy of ACETALK indicate the range of interests encompassed by this conference. Refereed Conference Proceedings will be published later in the year. A survey of conference attendees indicated support for the two-day format and a change of venue is mooted for next March. Watch out Wellington!

A significant development is the new internet-based Asia-Pacific Journal of Cooperative Education, initiated by Dr Richard Coll from the University of Waikato. An international editorial board is seeking articles, papers and research reports. These may be lodged through the website or e-mailed to editor@apjce.org

A warm welcome goes to new Council members Dannette Whitehouse - UCOL, Cheree Menzies - FEATS, and Richard Coll - University of Waikato.

The new Council has already begun work on a number of initiatives for the year. A national database of Cooperative Education programmes is being updated and your institution should have been contacted to provide details. The information from the database is used by schools and prospective students selecting programmes and also by employers. The Council is interested in forming stronger links with industry training organizations and in offering a greater level of support and advice to programme managers, institutions and policy-makers. Council is also exploring the possibility of a future international conference bid and the expansion of the NZACE website.

NZACE exists to promote work integrated learning. It does this through its publications, by providing research presentation opportunities and by sharing best practice with education professionals. If you'd like to join us, please make contact. We'd like to welcome you aboard!

Lester Finch

Who is Who on the NZACE Council

Lester Finch *Chairperson*

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 has been active in new programme development and internationalisation.

Kath Seton, *Deputy Chair*

Kath is a Senior Lecturer in the School of Nursing at UNITEC in Auckland. She is the Clinical Coordinator of the Bachelor of Nursing Programme and the Overseas/Return to Nursing Courses. This role involves liaison with a range of health care settings and placement management for students in these courses. Kath is also the Programme Leader of the Professional Development Unit.

Cheree Menzies *Treasurer*

Cheree is the General Manager and owner of Taranaki FEATS, a Private Training Provider. Our organisation has developed over the past 10 years, and continues to contract to Skill NZ, WINZ and our local High Schools. Our programmes are developed in response to local labour market demand, and integrate work-placed learning. Cheree has a Bachelor of Business Studies, major in accountancy.

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.

Richard Coll *New Council Member*

Richard Coll is chemistry Placement Coordinator and Director of Cooperative Education at Waikato University. Richard holds a joint appointment in chemistry and the Center for Science & Technology Education Research at Waikato. He holds a PhD in chemistry and doctor of science education degrees and is Editor-in-Chief for the Asia-Pacific Journal of Cooperative Education. Richard is interested in action research in cooperative education, particularly using a qualitative case study approach

Chris Eames, *Council Member*

Chris is a Placement Coordinator 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 Cooperative Education in 1994. He is currently studying for a PhD degree in cooperative education, investigating the nature of learning that occurs in the work placement

Sheila Grainger, *Council Member*

Sheila is a Senior Lecturer and Coordinator 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 cooperatively 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 Gibson (*previously Beresford*), *Council Member*

Work Integrated Learning Manager - Lincoln University
Kathryn has undertaken a feasibility study of the educational and financial viability of introducing Work Integrated Learning at Lincoln University. Work Integrated Learning was introduced into selected Graduate Diploma programmes in 2001. Kathryn has responsibility for the development of Work Integrated Learning programmes and their implementation at Lincoln University.

Dave Hodges *Council Member*

In addition to his NZACE Council role, Dave is on the Council of the World Association for Cooperative Education (WACE). In his other life Dave is the Programme Director of the BBS degree at UNITEC, Auckland. In addition he has responsibility for coordinating the Industry Based Learning (co-op) course in the BBS programme. Dave also has a wider faculty responsibility as Planning Manager for the Faculty of Business. He has over 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). Dave is currently considering undertaking a PhD in the field of work-integrated learning BBS Programme

Katherine Hoskyn *Council Member*

Katharine is the Module Coordinator for the Cooperative 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 Cooperative Education within the Honours programme.

Gordon Titchener Council Member

Gordon is Programme Leader and Senior Lecturer in Tourism Management at Waiariki Institute of Technology in Rotorua. He teaches research methods, impacts of tourism, planning and strategic response to technological change, and is a doctoral candidate at York University, Toronto, Canada. The BTM degree at Waiariki stresses the application of research and training to management practices at business or community level. Each student undertakes an industry internship and/or individual research project as an essential component of their course.

Danette Whitehouse, New Council Member

Danette is currently the Graduate Placement Office Coordinator at UCOL in Palmerston North. The Graduate Placement Office assists students in making the transition from study to work and provides a range of services

including CV and interview skills training and employer liaison. Included in this role is the development of internships and cooperative education within existing UCOL courses. Danette was seconded into the Graduate Placement position from her role as a communication and human resource management lecturer.

Karsten Zegwaard, Council Member

Karsten is a Placement Coordinator for the Bachelor of Science (Technology) at The University of Waikato, and has the responsibility for placing 45 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 collaborate research with AgResearch and Dexcel in Soil Physics and Agronomy.

Local Employer Runner Up in Prestigious International Award

RJ Hill Laboratories New Zealand's foremost analytical service laboratory based in Hamilton was runner up in the John A. Curry Award for their support of internationalisation of cooperative education. Hill Laboratories has provided key support for a longstanding and mutually beneficial reciprocal exchange arrangement between the University of Waikato in New Zealand and the University of Surrey in England. New Zealand is a small country with a small employer base to draw on for co-op placements. It is regrettable that many New Zealand employers have little interest in internationalisation. RJ Hill Laboratories is a clear exception to this and has taken Surrey students for many years now (the arrangement began in 1995). RJ Hill staff have provided tremendous support for the international students and their support has further enabled New Zealand students to travel overseas. Without local support in New Zealand this exchange

would not be possible due to immigration regulations. Students working at the laboratory undergo rigorous training in analytical chemistry in a facility that holds international accreditation. The students also receive considerable support in order to integrate into the company culture and company social activities. The working environment is pleasant and welcoming and staff have frequently taken students on trips around the Waikato region and across New Zealand. International students based at RJ Hill have presented papers at National and WACE regional co-op conferences and company representatives have regularly attended Waikato industry liaison workshops, providing helpful and expert input.

The Awards Panel strongly recommended Hills be nominated for the Curry Award in 2003.

Proceedings of the 2001 NZACE Conference

Following are the abstracts for the 2001 NZACE Conference. Delegates will receive a copy of the refereed proceedings by the start of September.

If you did not attend the conference but would like a copy of the proceedings please contact Sheila Grainger

at Christchurch College of Education – Nelson Campus, Ph (03) 548 3915 or email s.grainger@xtra.co.nz. Proceedings will be available for \$10 to members, and \$15 for non-members.

**PROFESSIONAL ARTISTRY OR PRE
DETERMINED STANDARDS? CREATIVE
GENIUS OR PAINT BY NUMBERS?**

Sheila Grainger, Primary Pre Service Teacher
Education, Nelson Campus, Christchurch College of
Education

This paper represents the author's continuing research interest in the artistry of professional practitioners, as

defined in the introduction. It uses the profession of teaching to illustrate its points, but the issues raised are pertinent to all professions, especially those where there is a degree of government intervention in standard setting, regulation and control. The particular ramifications for professional education programmes which include work based learning are highlighted. Through a review of the literature the paper explores how concepts of professionalism are constructed in teaching, and how these concepts become enshrined in

the documentary reality, and the practical reality of the teaching profession. It discusses the holistic Interactional nature of teaching and briefly critiques research methodologies which attempt to capture this, offering suggestions for would be researchers. Using a qualitative text and document analysis technique, it explores the dominant paradigm in the official discourse on New Zealand Educational Performance Management, and its implications for professional artistry.

DEVELOPING COOPERATIVE EDUCATION @ LINCOLN UNIVERSITY

Kathryn Gibson, Undergraduate School, Lincoln University

Identifying which model of Cooperative Education best meets the needs of graduates and employers in an environment characterised by rapid change and increasing complexity is a challenging task for curriculum developers. To determine the value of Cooperative Education at Lincoln University a comprehensive study was undertaken involving key stakeholders including students, academic staff and employers. The market assessment included an internal analysis of students and academic staff and an external analysis of relevant industries and Cooperative Education programmes delivered by New Zealand tertiary education providers and selected international providers. The internal market assessment included student focus groups, an open staff forum and journal articles. The external market assessment involved a survey of the national scene, consultation with the New Zealand Association for Cooperative Education, industry liaison groups and a survey of international programmes. In response to this analysis, Work Integrated Learning was introduced to specific Graduate Diploma programmes in 2001.

ENHANCING STUDENT SELF-EFFICACY TOWARDS PRE-PLACEMENT INTERVIEWS

Richard K. Coll, Centre for Science & Technology Education Research, The University of Waikato
Mark Lay & Karsten Zegwaard, Cooperative Education Unit, The University of Waikato

In this paper we report on research designed to enhance student self-efficacy towards pre-placement interviews. The study involved an investigation into cooperative education students' perceptions of the value of trial-interviews, instituted as an intervention to improve performance in pre-placement interviews. The inquiry utilized a naturalistic case study approach, in which the views of 10 science and technology students from the University of Waikato were elicited using semi-structured interviews, with further data gathered from interviews with their employers. The study revealed that the students perceive trial-interviews increase self-efficacy towards pre-placement interviews. The

employers reported that students appeared confident and relaxed during interviews. It is recommended that other practitioners consider the use of trial-interviews beneficial for their cooperative education programs.

DOING RESEARCH AND GETTING IT PUBLISHED: A GUIDE FOR COOPERATIVE EDUCATION PRACTITIONERS

Richard K. Coll, Tertiary Science Education Research Group, Centre for Science & Technology Education Research, The University of Waikato, Hamilton, New Zealand

Compared with other disciplines there are few opportunities for cooperative education practitioners to conduct research and few avenues for publishing work. Cooperative education has been and is a practitioner-dominated field, with only a developing tradition of research and publication - relative to other disciplines. This workshop will examine what methodologies practitioners can employ, discuss aspects of research design, and provide guidelines designed to enhance opportunities for getting research published.

INTERNATIONALIZATION OF SCIENCE & TECHNOLOGY COOPERATIVE EDUCATION: THE STUDENTS PERSPECTIVE

Richard K. Coll, Centre for Science & Technology Education Research, The University of Waikato, Hamilton, New Zealand
Stuart Beard, Department of Chemistry, The University of Surrey, Guildford, England
Jon Harris, RJ Hill Laboratories, Hamilton, New Zealand

The University of Waikato, Hamilton, New Zealand and the University of Surrey, Guilford, England collaborate in an international co-op student exchange. The two tertiary institutions offer four-year co-op science and technology degrees, both of which require students to complete a total of 12 months of relevant work experience. In this paper we describe a case study of a Surrey student working at Hill Laboratories in Hamilton. We use this case to examine what practical benefits international students perceive they gain from such exchange programs. In addition, we describe issues found to be critical to the success of the exchange program. Some important issues identified include; strong commitment of support from local employers, achieving a good understanding of employers needs, allowing adequate lead time for immigration proceedings, and facilitating enculturation into the workplace.

HARNESSING THE INTERNET TOOLS FOR FACILITATING CONTEMPORARY WORK-BASED LEARNING.

Mae McSporry and Caroline King, School of Information Systems and Computing, UNITEC

“Pressures to improve the efficiency of educational establishments in a competitive environment have resulted in much effort being directed towards alternative modes of teaching” McSporry, M. (1998). Like Anderson (Anderson, T 1997) we agree that educational issues must come first but “the difficulties of coping with increased staff student ratios and reduced resources” need to be overcome. There has been a move to using more on-line tools to help students but “paradoxically this wave of change has brought with it an increased burden on teaching staff which has eroded any real gains brought about by teaching on line.” (Hart, G 1997) This present paper reflects changing practices not only in teaching and administration using electronic communication but details the move from a Lecturer/Industry dominated process to one which involves the student in a learner centred, constructivist process using technology to maintain communication between student, lecturer and Industry contact.

STUDENT EXPERIENCES OF INTERNATIONAL COOPERATIVE EDUCATION: REFLECTIONS ON PERSONAL AND PROFESSIONAL GROWTH

Richard K. Coll, Centre for Science & Technology Education Research, The University of Waikato, Hamilton, New Zealand

Natalie Ann Wong, School of Science & Technology, The University of Waikato, Hamilton, New Zealand

Students may experience personal growth during their cooperative education placements. International placements present additional challenges as individual's struggle to cope with homesickness, enculturation in a different community and work environment, as well as fulfilling practical work requirements. This paper offers reflections from a New Zealand science and technology student involved in a collaborative cooperative education exchange between the University of Waikato, Hamilton, New Zealand and the University of Surrey, Guilford, England. The placement comprised of 12-months employment in a modern UK based food-industry. In this paper we describe the practical and personal skills gained and attempt to identify key factors that led to a successful placement. We also consider the student perspective of the employer's expectations for co-op students. We conclude with some suggestions that we believe will enhance international co-op exchange arrangements of this type.

THE ROLE OF THE PLACEMENT COORDINATOR

Chris Eames and Richard K. Coll, Cooperative Education Unit, School of Science and Technology, The University of Waikato, Hamilton, New Zealand

An analysis of the cooperative education literature resulted in the identification of three models for the role of the placement coordinator; a simple administrative role, as part of a centralized unit of coordinators whose role is still substantially administrative in nature, and a model in which coordinators hold joint positions as placement coordinators and teaching faculty within their specialty areas. In this article we propose that this latter role offers significant advantages. Advantages include the ability of the coordinator to get to know the students better through classroom interactions, leading to a better understanding of the employers' business and to enhanced matching of student and employer. Such a model also increases the opportunity to forge strong links with employers, leading to collaboration in other ways. Disadvantages identified include the difficulty of balancing the coordinator's role with that of other academic activities, particularly research, and relatively high administration costs.

MEASURING OUTCOMES OF A CO-OPERATIVE EDUCATION YEAR

Ms. Miriam Weisz, School of Economics and Finance, RMIT University

It is claimed that the workplace learning or co-operative education (co-op) provides a vehicle for transformational learning, a deep and powerful learning. Co-op programs place students into authentic work environments, whereby they have the opportunity to apply, test and refine their conceptual knowledge resulting in the integration of this knowledge into new practice.

There have been several approaches taken to support this claim. At a conceptual level, Graham & Stewart (1997) provided a model of deep level learning and supplied an example of how this takes place through business based projects that are a requirement of many co-op programs. In measuring academic benefits of co-op, Comerford and Mc.Dowell, (1996) examined the academic results of students before and after their co-op experiences while Gerrand (1995) analysed the academic progress of co-op compared to non co-op students. These studies found some empirical support for the improved academic performance as a result of co-op, however some of the results lacked statistical significance which may be partly explained by differences in entry level standards of the two cohorts of students. Van Gyn, Cutt, Loken and Ricks (1997) addressed this problem and used a tool that measures the student's change throughout the study years, in the ability to apply general knowledge and skills. The results showed

significantly better performance by co-op students compared to non co-op students, particularly in the area of problem solving. Does this mean that if entry level scores are controlled for, that co-op students will have higher academic grades than non co-op students?

The first stage of the study' reported in this paper extends the work undertaken by Graham & Stewart (1997) by investigating the approaches to learning that are adopted by students before, during and after co-op. RMIT University, Economics and Finance students in second year, coop and final year of their studies were asked to complete Richardson's (1990) questionnaire that was designed to distinguish between deep and meaningful or surface and reproducing approaches to study. Results indicated that significantly more students adopted a surface approach to learning in the second and final years of study compared to students out on co-op. There is also some evidence to suggest that the co-op experience encouraged students to adopt a meaningful approach to learning even after they return to university.

The second stage of the study analysed whether the shift in approaches to learning as a result of co-op translates to better academic results when student entry standards are controlled for. The change in academic results for those with co-op were compared to those without and indications are that students with low academic performance in the early years of their degree are the most likely to improve their results in final year as a result of the co-op experience.

This study is part of a broader cross-Faculty investigation, led by the author, into Student Approaches to Learning and Staff Approaches to Teaching.

ISSUES FOR INTERNATIONAL STUDENTS INVOLVED IN A WORK-INTEGRATED LEARNING COURSE

Kath M. Seton, Lecturer, School of Nursing, Faculty of Health and Environmental Science, UNITEC, Auckland

Since 1998, the School of Nursing at UNITEC has provided a course of preparation for overseas students seeking registration as nurses in New Zealand. This course of preparation included a work integrated learning component. During the work-integrated learning component each student must be assessed on the Nursing Council Competencies. I have been involved in the course since it was first offered. This involvement has created both opportunities and challenges. The opportunity of appreciating issues for nursing globally is one of the major benefits of being involved in this course. However, the challenges of working with such diverse group require specialist knowledge and experience. This presentation will outline some of the specialist knowledge and issues working with overseas nursing students. Issues identified during the work-integrated learning experience will also be identified and discussed.

THE USE AND APPLICATION OF ON-LINE SUPPORT IN CO-OPERATIVE EDUCATION

Katharine Hoskyn, Faculty of Business, Auckland University of Technology

On line learning is a development gaining momentum in education. It is a mode of course delivery whereby some or all the contact between the academic institution takes place electronically through a dedicated online site. This can be the sole mode of delivery for the course or can be used in the conjunction with face-to-face contact. There are many benefits of online learning for students undertaking a distance learning course. This workshop will examine some possible uses of online support in Co-operative Education and the benefits and problems associated with online activity.

WORK-BASED LEARNING IN UNDERGRADUATE DEGREE TEACHING: CHALLENGES AND BARRIERS

Ami Sundar, Academic Section, Eastern Institute of Technology, Hawkes Bay.

Work-based learning is not a new phenomenon in higher education. However its acceptance in undergraduate degree programmes is neither widespread nor growing dramatically. While work based learning is acknowledged to be valuable and job ready by industry and students, it is still struggling to find its feet in undergraduate degrees. This paper identifies some of the challenges and barriers of work-based learning in undergraduate degree teaching and tries to demystify the perception that may hold it from being integrated into degree teaching

GLOBAL AND LOCAL QUALITY ISSUES IN CO-OPERATIVE EDUCATION PROGRAMMES

Lester Finch, Dean, Faculty of Arts and Social Sciences, Eastern Institute of Technology, Hawkes Bay

This workshop explores quality issues in co-operative education. Conceptions of quality differ intra-nationally as well as intern-nationally and it is argued that there needs to be a local differentiation within a global context of consistency in order to achieve and maintain standards of excellence. Recognition of both the need for local diversity and the need for global consistency will create a more desirable environmental for institutional twinning for co-operative education and further enhance the likelihood of tripartite success, nationally and internationally. Participants will be asked to contribute to the workshop.
