



# NZACE

NEW ZEALAND ASSOCIATION  
FOR CO-OPERATIVE  
EDUCATION INC.

*Promoting Work-Integrated Learning*

# ACETALK

## **In this issue**

---

Chair's Report .....	1
CEIA James W. Wilson Award.....	1
Co-op in the Central Region.....	2
NZACE Conference - 2008.....	3
Asia-Pacific Journal of Cooperative Education 2007 Articles.....	4
Volume 8, Part 1 .....	4
Volume 8, Part 2.....	5
Journal of Cooperative Education and Internship 2007 Articles .....	6
Volume 41 .....	6
Journal of Hospitality, Leisure, Sport & Tourism Education .....	9
National and International Conferences .....	9
Membership Fees .....	10
NZACE Award Recipients.....	10

## **Key contacts**

---

Richard K. Coll (*Chairperson*)

University of Waikato  
Ph 07 838 4100; r.coll@waikato.ac.nz

Alan Cadwallader (*Secretary*)

Universal College of Learning  
Ph 06 952 7033; a.cadwallader@ucol.ac.nz

Katharine Hoskyn (*Treasurer*)

Auckland University of Technology  
Ph 09 921 9999 ext 5349; katharine.hoskyn@aut.ac.nz

Karsten Zegwaard (*ACETalk Editor*)

University of Waikato  
Ph 07 838 4892; k.zegwaard@waikato.ac.nz

NZACE Webpage: <http://www.nzace.ac.nz>

**Issue No. 35**

**Feb 2008**

---

## CHAIR'S REPORT

---

Dear all,

I hope everyone had a relaxing break and have arrived back nice and refreshed for 2008!

Welcome to this first issue of ACETalk for 2008. Your council has already had a teleconference to discuss plans for the year. First and foremost is the annual conference scheduled for 23-24 April, 2008, in New Plymouth. I strongly urge all NZACE members to attend this conference. To me the annual conference is one of the most rewarding aspects of my membership. It is a very collegial conference, and I have always been impressed by the supportive nature of NZACE, and the annual conference in particular.

The second thing I wish to tell you about is the launch of the NZACE Teaching & Learning Research Initiative (TLRI). As you may recall from last year a team from NZACE was successful in a funding application from the TLRI. The team is looking at pedagogies co-op practitioners and employers use to aid student learning, and in particular in the integration of the work component and on-campus learning. This is now underway and we are scheduled to have a face-to-face meeting to get things started. I will keep you abreast with developments during the year.

The theme of this issue of ACETalk is research and in the issue we showcase research by NZACE members and periodicals. Many members of NZACE are research active and hold important positions as editorial board members of research and a large number of members act as reviewers of articles for periodicals and international conferences. Research is crucial for our future and I am pleased to present this issue of ACETalk which will help to inform members about current research.

*Richard K. Coll*

Chairperson, NZACE

---

## CEIA JAMES W. WILSON AWARD

---



Assoc Prof Richard Coll has been awarded the Cooperative Education & Internship Association (CEIA) James W. Wilson Award. The award recognises outstanding contributions to the promotion and advocacy of research activity in the field cooperative education and internships. Richard is well-known in NZ co-op circles as well as internationally. Richard has enthusiastically established a broad co-op research base at the University of Waikato and his research mentorship has supported people across the globe.

Richard has produced in excess of 150 publications, including authoring several books and being joint chief editor of the International Handbook for Cooperative Education (2004). Richard currently serves at the University of Waikato as Director of the Cooperative Education Unit and Deputy Dean of the School of Science and Engineering. Richard founded the Asia-Pacific Journal of Cooperative Education (currently its Chief Editor), recently commenced his term as Chief Editor of the Journal of Cooperative Education and Internship, a member of the Board of Governors for WACE, and is Chairperson of NZACE. The award was won jointly with Prof Ken Bartkus, from Utah State University, and will be presented at the next CEIA conference in Myrtle Beach, South Carolina, USA.

On behalf of NZACE, many congratulations and well done Richard!

---

## CO-OP IN THE CENTRAL REGION

---

In the last ACETalk, I mentioned that I would profile programmes that operate in other faculties within Whitireia Community Polytechnic that have elements of cooperative education. In all our institutions, there exists a variety of lower level programmes that underpin many organisations. In particular, training within organisations has been abandoned as either too complicated or too expensive. It has largely been left to individuals to seek out training outside of work hours in order to progress their futures. This is where polytechnics continue to play a vital role in the continuing development of New Zealand workers. While much of the academic literature produced in the field of cooperative education is concerned with a much higher level of study, it is important to remember that which occurs at a more fundamental level.

Here is a brief profile of two such programmes and its busy tutor, Ana Simmons, of the Faculty of Service Industries and Trades.

The programmes Ana is responsible for are the National Certificate in Business Administration and Computing, levels two and three. These programmes were conceived for people who are currently employed working in an administration type role and wanting to up-skill or gain qualifications for the skills they already have but are unable to attend a formal classroom setting.

Originally, the course was structured toward the older secretary/ administration person who obtained a job straight out of school, but this has changed over the years. The type of student who attempts the course comes from a very wide sector of administrative positions. Client organisations consist of both corporate and government. The job has altered greatly since the growth of the computer with many common skills, such as formatting of professional documents and information management being automated within organisations. The programmes are designed to give a full range of skills to students to enable them to grow within their own respective roles, organisations, and professional careers.

The programmes consist of a variety of modules that are designed to encompass a particular NZQA unit standard. Discussion takes place with the student as to selection of modules to be undertaken. Level three has the option of two modules and students are advised to take only one module over the year due to the heavy workload. Remember that while I refer to 'students' in this article these individuals are also full-time employees.

All students are on the course with the support of their managers. Managers are required to sign off on the completion of the module as to the student's capability to carry out a specific task. In some instances, Ana (or nominee) will invigilate a specific task if the manager is unable to carry out this function.

The course is offered internationally with the programme having 35 NZ based and 20 Rarotonga based students on the level 2 and 10 NZ and 2 Rarotonga based students on level 3.

Students are assisted through the material by email support. Ana's role also includes liaising with the direct manager of the student to ensure that the programme is being undertaken with the organisation's support and so the manager is fully apprised of the requirements of the course. Ana considers this a vital role in establishing a relationship with an organisation.

The growth of this programme has been predominantly by word of mouth. However Ana has herself developed a new skill, that of presenting to potential clients. While word of mouth is a clear sign of the growing success of a programme Ana accepts that this must be supplemented with traditional door knocking. The polytechnic must go to the organisations, not the organisations to the polytechnic.

Currently a paper based programme that is still preferred by many students although web based content using Blackboard is being developed. However not all students have access to the internet at their workplace and many do not have either computers or Internet access at home.

The programme continues to thrive with a level four being offered in 2008. Like many other programmes in this Faculty, staff like Ana will continue to support employers and employees by doing what she does best – teach.

*Nick Wempe*

Senior Lecturer

Faculty of Business and Information Technology

Whitireia Community Polytechnic

## NZACE CONFERENCE - 2008

# Annual Conference 2008

*Working together: Putting the cooperative into cooperative education.*

**Wednesday 23 April - Thursday 24 April, 2008**  
**New Plymouth, New Zealand**

*Come and be part of a Co-op experience!*



Hosted at Pacific International Hotel Management School (PIHMS).

PIHMS offers courses in tourism and hospitality up to post graduate diploma level. Students undertake courses in event and hotel management and PIHMS facilities include a fully-functioning training hotel and conference facilities.

The NZACE 2008 conference will form part of the Co-op experience for a number of students as they help plan and run some aspects of the conference.

Delegates will see students' work-integrated learning in action throughout the conference, and hear from students first-hand reflections on PIHMS Co-op.

Registration details coming soon. Fee for full conference with early-bird discount (if paid by April 8<sup>th</sup>) - \$180 with conference dinner, \$130 excluding dinner.

Initial Abstracts for the Conference are requested by 20 February 2008

**Extended deadline for abstracts now 3<sup>rd</sup> of March, 2008**

Abstract submitted after this date will not be accepted!

---

**ASIA-PACIFIC JOURNAL OF COOPERATIVE EDUCATION 2007 ARTICLES**


---

**Volume 8, Part 1****The role of education for rural population transformation in Bangladesh**

MD. REZAUL ISLAM AND AHMADULLAH MIA

*Asia-Pacific Journal of Cooperative Education (2007), 8(1), 1-21*

Rural population transformation in the developing countries like Bangladesh is one of the contemporary issues in development paradigm. Firstly this article attempts to describe the current status of the education system including vocational education in Bangladesh and then looks how these education systems are failing to meet the needs of the Bangladesh economic development needs. Finally, it will focus on how education and vocational education might help bring about transformation of the economy in a way that will help the nation to complete globally and how it might transform the economy from one that substantially rural and agricultural in base towards a knowledge skills-based economy.

**Exploring connections between the in-field and on-campus components of a preservice teacher education program: a student perspective**

JEANNE MAREE ALLEN AND DEBORAH PEACH

*Asia-Pacific Journal of Cooperative Education (2007), 8(1), 23-36*

This paper discusses the preservice teacher education practicum experience from the perspective of preservice teachers at a regional Australian university. It locates the practicum in the broader context of work integrated learning and associated principles of good practice. The paper argues that there are some perceived disconnections between the in-field and on-campus components of the teacher education program as well as an endorsement of some aspects of the practicum experience in closing the theory-practice gap. Our research adds to international debate about the balance between theory and practice and contributes a much needed student perspective on these issues. The paper concludes with suggestions on ways to improve the quality of the practicum experience.

**The role of cooperative education in developing environmental science skills**

MURRAY CULLEN

*Asia-Pacific Journal of Cooperative Education (2007), 8(1), 37-52*

A review of 65 position descriptions for environmental science students who participate in a cooperative education program identified 211 different attributes and skills required in the workplace for environmental science graduates. Evaluation surveys from 70 students were used to compare the attributes and skills identified from the cooperative education process. There was considerable demand for skills not typically taught in university programs. These included workplace skills such as occupational health and safety rules, appearance, punctuality, workplace language, and office skills such as photocopying and telephone answering. The collection of this information has been useful in developing graduate attributes, and at the same time has been important in establishing and reinforcing teaching to ensure relevance of the study program to the workplace, and hence the student's employability.

**Academic learning for sport management students: learning through engaged practice**

MICHELLE O'SHEA, GENEVIEVE WATSON

*Asia-Pacific Journal of Cooperative Education (2007), 8(1), 53-65*

Sport management students seek employment in an overtly competitive market place. Competition is heightened because of the perceived desirability of sport as a workplace. Students require degree level qualifications and industry experience together with a host of generic and specific skills in order to be workplace ready. For this reason, student work placement is seen to be a necessary component of Sport management degree programs. This paper identifies placement outcomes and perceived value from the student perspective. Sport management students engaged in personal reflective practice throughout their work placement. Reflections were analyzed, demonstrating support for teaching through practice. Further, it provides a framework for curriculum development and best practice methodology.

**A reflection on cooperative education: from experience to experiential learning**

MAHMOUD HADDARA, HEATHER SKANES

*Asia-Pacific Journal of Cooperative Education (2007), 8(1), 67-76*

The paper provides a brief review of the development of cooperative education in North America over the last 100 years. It describes the different phases of this development and describes how cooperative Education research has traditionally dealt with the benefits that accrue to students, employers, and the institution. The paper notes that to reinvent cooperative education as an academic discipline, research in the area has to go beyond justifying its existence to demonstrating its true experiential learning and value.

**Preparing accounting students for success in the professional environment: enhancing self-efficacy through a work integrated learning program**

NAVA SUBRAMANIAM, BRETT FREUDENBERG

*Asia-Pacific Journal of Cooperative Education (2007), 8(1), 77-92*

This study provides empirical evidence of the effect of a simulated work integrated learning (WIL) program on students' self-efficacy within an accounting context. An Accounting WIL Program was designed as a two-staged module using information seminars, networking sessions and in-depth workshops that helped develop final year accounting students' understanding of the accounting profession as well as some basic skills expected of a new recruit. Data from a questionnaire survey of 35 participant students indicates that the students perceived greater self-efficacy upon completion of the WIL program, and that male students appeared to show greater self-efficacy for selected items.

**Volume 8, Part 2**

**When students learn from experience in the occupational field**

THOMAS GROENEWALD

*Asia-Pacific Journal of Cooperative Education* (2007), 8(2), 93-107

This research was prompted by my concern over the lack of uniformity in the terminology used to discuss student learning in the relevant occupational fields. The literature review was originally an attempt to give a thorough theoretical foundation to the discourse. Instead, it digressed and ended up illustrating both the disparity in nomenclature and the tangent plane of learning from, at and through work. The qualitative research design, which is based on a constructivist and interpretivist paradigm, is explained. The use of a questionnaire is also explained. The results substantiate my concern, but do not contribute to uniformity. Participatory action research is suggested as a way forward.

**Internationalizing cooperative education: An introduction to the Berufsakademie Ravensburg's work-integrated cooperative education partnership with the multinational corporation SAP Incorporation**

KARIN REINHARD, LARS SATOW, LISA SISCO

*Asia-Pacific Journal of Cooperative Education* (2007), 8(2), 109-119

This paper introduces an innovative approach to cooperative education, between partners at the Berufsakademie Ravensburg, University of Cooperative Education, Germany and the multinational company, SAP Inc. First, the paper contextualizes the project with a brief overview of cooperative education's history and academic objectives, followed by an introduction to the process by which the Berufsakademie Ravensburg internationalized its cooperative education program through this project. Finally, the authors provide an overview of the SAP project, showing how a cross-country and cross-institutional project can develop intercultural management competencies, both for students and educational institutions.

**Preparing students for the professional workplace: Who has responsibility for what?**

ANNERLEY BATES, MERRELYN BATES, LYNDEL BATES

*Asia-Pacific Journal of Cooperative Education* (2007), 8(2), 121-129

This paper considers the concepts of curriculum which underlie existing workplace based learning programs and advocates that clearly articulated and meaningful statements about the nature of the learning that occurs in such programs are couched in an appropriate discourse. It argues that universities must take the lead in meeting demands that educational institutions be more accountable for the learning of their students by developing curriculum statements that are consistent with an emancipatory model of curriculum. Such statements should specify the frameworks in which content and even assessment can be negotiated with individual students rather than being specified in advance and should demand that students take responsibility for their own learning.

**Learning science and technology through cooperative education**

RICHARD K. COLL, CHRIS EAMES

*Asia-Pacific Journal of Cooperative Education* (2007), 8(2), 131-147

Cooperative education, a form of experiential or work-integrated learning is common in tertiary educational institutions worldwide. However, in New Zealand few institutions provide work-integrated learning programs in science or technology, and the management and process of work-integrated learning programs is not that well understood. How well do such programs work? What infrastructure is needed to ensure learning actually occurs? Are graduates of work-integrated learning programs able to satisfy employer needs? This chapter synthesizes decades of work around such issues, and details research initiatives that provide valuable insights into how students learn science on in the workplace, how their skill development matches that desired by employers, and best practice for management of work-integrated learning in science and engineering.

**The New England Award: Providing student development opportunities through cross-campus and external collaboration**

ROBYN MULDOON

*Asia-Pacific Journal of Cooperative Education* (2007), 8(2), 149-162

The New England Award recognizes and rewards student development in extracurricular activity via the New England Award. This recognizes skill development achieved via participation in non-accredited student activities. The case study research reported here suggests that such activities result in the development of graduate competencies valued by employers.

**Are we on the move? Projects versus internships**

ALLISTER MCLAY, DAVID SKELTON

*Asia-Pacific Journal of Cooperative Education* (2007), 8(2), 163-167

Traditionally tertiary education providers of information technology programs provide industry-based capstone projects. Here the authors argue there is increasing need for capstone internships or a combination of projects and internships.

---

## ***JOURNAL OF COOPERATIVE EDUCATION AND INTERNSHIP 2007 ARTICLES***

---

### ***Volume 41***

#### **Action Learning in Sport Cooperative Education**

JENNY FLEMING

*Volume: 41, 45 - 51*

Sport and recreation students are in an ideal position to utilize an action learning approach to projects that are undertaken as part of their cooperative education experience. Action learning incorporates identifying a problem, integrating theory, determining action, and implementing and evaluating that action. This paper discusses the theoretical basis of action

#### **Cooperative Education: Supporting and Guiding Ongoing Development**

STEPHEN BILLET

*Volume: 41, 37 - 44*

This paper seeks to understand further the processes of learning arising from students' experiences in both education and workplace settings and proposes implications for cooperative education. It emphasizes the significance of individuals' experiencing cooperative education across both workplaces and educational institutions. Using case studies of individuals'

#### **Positive and Negative Aspects of the Practicum: Post-Interns' Views**

EDWIN RALPH

*Volume: 41, 129 - 142*

This article forms one part of an interdisciplinary, pan-Canadian research project examining the future of the practicum in undergraduate professional preparation. For the present part of the study, the authors examined the views of 226 teacher candidates concerning their 16-week extended practicum (internship) experience by means of a brief printed questionnaire. Respondents described the most positive and the most negative aspects of their practicum, and this article summarizes from these responses. The data analysis yielded three positive themes. One theme dealt with the supportive relationships that the teacher candidates developed with various participants in the practicum setting. The second category reflected respondents' perceptions of their successful teaching accomplishments and professional achievements; while the third theme addressed the teacher candidates' feelings of self-efficacy in being able to positively affect the students under their care. By contrast, four broad themes reflected the post-interns' responses regarding the negative elements of their practicum experiences: (a) individual personal/professional challenges, (b) site-based interpersonal concerns, (c) university-related policy/procedural problems, and (d) practicum-office difficulties. Implications are discussed both for the practicum leaders of the program in which these students were enrolled, and for those practicum administrators in other institutions. The authors assert that leaders must develop and/or modify program policies, procedures and practices not only to maintain/enhance the positive aspects identified in this study, but to reduce the negative ones.

#### **Journey or Destination - A Study of Experiential Education, Reflection and Cognitive Development**

KELLI SCHUTTE

*Volume: 41, 117 - 128*

Reflection has been used extensively as a valid tool in the area of experiential education as a means to link theory and practice and to create a frame of reference that holds the two together for the individual. The paper analyzes the relevant literature on experiential education and reflection. It then employs Robert Kegan's subject/object theory as a conceptual framework for cognitive development. The three areas are brought together within this framework to further understand the linkage between experiential education, reflection, and cognitive development. This study utilized surveys and interviews to assess the development of students through their guided reflection experiences in an experiential education context. Some of the major themes that developed were definitions of success, critical analysis of skills and abilities, and the development of confidence.

#### **Perceptions of the Co-op Experience for International Full Fee-paying Students**

RICHARD K. COLL

*Volume: 41, 105 - 116*

Interest continues to grow in the internationalization of co-op as revealed by the expansion of the literature on the topic. Studies or reports of international co-op relate to students from one country travelling overseas to complete their co-op placement in another country, often as part of an international exchange arrangement. There is another cohort of students, international full-fee paying students, who travel overseas for an entirely different purpose: to complete a degree or related program. Some of these students also participate also in co-op programs. Our research sought to develop an understanding of some international full-fee paying students' co-op experiences. The research, conducted within a socio-cultural framework used semi-structured interviews, focused on eleven international full-fee paying co-ops, within the context of a New Zealand science and engineering degree program. The findings suggest that, as might be expected, the co-ops gain content knowledge and process skills relevant to their specific discipline of study. Additionally, they gain a deeper understanding of science and engineering, and what it means to be a scientist or engineer. Issues of concern identified by the co-ops were relevancy of work experience for their home country industry and some negative feelings about fitting in socially.

### **Effect of Long Term Placements on Academic Performance of Co-op Students**

JAVED IQBAL

*Volume: 41, 97 - 104*

In this paper a comparison of the academic performance of co-op and non-co-op students in two, full-year, required pharmacology courses is presented. Both of these groups have similar academic backgrounds. The co-op group, however, takes a 16 month co-op between the two principle pharmacology courses while the non-co-op students have no experiential experience between the courses. Findings show that a sixteen-month internship has no negative impact on academic performance of co-op students in the second course; thus mitigating concerns about a time gap between the two courses.

### **A Review and Synthesis of Scholarly Research in Cooperative Education and Internships Part I: An Analysis of Quantitative Research Published Outside the Journal of Cooperative Education and Internships**

KENNETH BARTKUS

*Volume: 41, 56 - 96*

Prior reviews have documented the nature, scope, and quality of cooperative education and internship research. Some have focused on quality issues while others presented annotated bibliographies or thoughtful commentaries on the status of research in the discipline. By facilitating an efficient evaluation of research issues, these reviews serve to assist scholars and provide direction for future studies. Despite these contributions, however, at least one gap remains in the review process; namely, an analysis of the research published outside the Journal of Cooperative Education. The purpose of this review is to address this issue by examining research articles published in alternative journals between the years 1987 and 2006. In doing so, the results provide a foundation for comparing the quality of research published in the Journal of Cooperative Education and Internships with those other journals.

### **Co-operative Education: An Educational Strategy with Links to Experiential and Connected Learning**

JEELA JONES

*Volume: 41, 30 - 36*

In this paper co-operative education is reviewed as an educational strategy with links to experiential and connected learning. The purpose is to examine these links and gain a better understanding of what makes for a rich co-operative experience. The sources used to examine this educational strategy are numerous but John Dewey from the early part of the twentieth century and David Kolb from the 1980's figure prominently with regards to experiential learning, and the Belenky et al. study Women's Ways of Knowing, from the 1980's particularly with regards to connected learning. These definitive studies and authors are updated with twenty first century authors. From this review emerges the idea that learning in co-operative education may involve more than gaining on-the-job experience within the student's field of study. The co-operative experience may in fact include experiential, as well as, connected learning. Through connected learning, students have the opportunity to build knowledge through relationships, emotion, subjectivity, and multiplicity, as well as real-life experience. In terms of practice, the implication is that learning within the context of co-operative education may involve recognizing the multiple ways of building knowledge.

### **Critical Pedagogy and Co-operative Education Curricula**

NANCY JOHNSTON

*Volume: 41, 23 - 29*

Co-op programs enjoy a unique relationship with employers in business, industry, and governments as suppliers of motivated and educated students in exchange for paid on-the-job learning experiences. This partnership ensures a steady supply of work ready individuals to participating employers and an opportunity to get a head start in the work world for participating students. Such expectations necessarily narrow the educational mandate of co-op to the very instrumental purpose of students being placed in jobs, and ignore opportunities for other kinds of learning and development that could (and arguably should) occur through the co-op experience. This paper questions whether the co-op programs have a responsibility to do more than simply ensure student employability. Is there a concurrent responsibility to contribute to broader educational outcomes including the development of active, engaged, and socially conscious worker-citizens, knowledgeable and prepared to actively critique and contribute to the workplaces they encounter? The potential for introducing a critical pedagogy to the co-op preparatory curriculum is explored in this paper along with discussion of the hidden and null curricula embedded within the co-op curriculum.

### **Teaching Students a Process of Reflection: A Model for Increasing Practice-Based Learning Outcomes during Cooperative Education**

LORNA HAYWARD

*Volume: 41, 35 - 47*

This study examined the impact of teaching physical therapist students a Model of Reflective Practice, a schematic to describe the process of learning from experience. Participants used the Model to guide their journaling during a cooperative education (co-op) experience. Using a pre-post design, learning outcomes were measured through the administration of a newly developed outcomes survey, the Practice-Based Learning Outcomes (P-BLO). Eighty-six students completed the P-BLO. Forty-three of these students received the reflective intervention prior to going on their first co-op experience. Results indicate that the reflective practice intervention had a significant impact upon P-BLO origination or developing new knowledge from work experience through inquiry with others. The findings also demonstrate that academic achievement or grade point average (GPA) is related to P-BLO extension. Extension refers to a student's ability to use existing knowledge to make sense of the workplace. The study supports the value of teaching students a process for reflective learning prior to co-op. Students with higher GPAs may be better equipped to integrate their existing academic knowledge with new challenges presented to them in the workplace.

### **The Role of co-op in the Transition from High School to Post-secondary Education**

MAUREEN DRYSDALE

*Volume, 41, 48 - 55*

This study examined the differences in high school and post-secondary characteristics for both university and college cooperative and non cooperative education students using longitudinal data from the Youth in Transition Survey (YITS, Statistics Canada). A total of 11,383 cases were examined from the 18-20 year-old cohort. Logistic regression analyses were conducted to determine the relationship between the dependent variable (co-op and non co-op in college and university) and a series of independent variables which included: high school grades, career training courses, homework habits, interest in school, sense of belonging, attendance, volunteerism and SES. Results indicated that university co-op students demonstrated higher academic grades in high school than students in the other programs (university non co-op, college co-op and non co-op). College and university students who had taken work experience courses during high school were more likely to be in a co-op program. University co-op students were more interested in high school than their college counterparts, and less likely to have skipped classes. They were also more likely to have had good relationships with teachers and more likely to have made connections between classroom learning and real-life experience.

### **Current Status of the National Cooperative Education Project in Taiwanese Secondary Schools for Community Learning**

DAI-PAI FENG

*Volume: 41, 12 - 34*

The Taiwanese Ministry of Education is promoting lifelong learning. The Ministry aims to provide the students, teachers and residents with improved learning environments in Taiwan. Beginning in 2001, the Taiwanese Ministry of Education initiated a National Cooperative Education Project (NCEP), stressing cooperation between communities and educational systems for senior and vocational high schools nationwide. NCEP provides a cooperative program for secondary education in communities. When students enroll in senior high school, they still can take technical courses in nearby vocational high schools via NCEP. Residents can study extensive education in secondary schools via NCEP, too. This study explores the current status of NCEP, and describes its implementation during the years 2003 to 2004. This work involved the use of a questionnaire survey with data from 487 schools and 45 communities that were participants in the NCEP. The following conclusions were reached: Firstly, there is need to link schools and communities via lifelong learning communities. Secondly, NCEP is one method of lifelong education, and to date its framework has been based on secondary education. Consequently, most participants are secondary education students, with few community residents attending. Thirdly, residents attended a program, "Enhancing the Interactions between Schools and Communities Implemented in communities," with the course "Extensive Education" being the most popular with community residents. Finally, NCEP enables high-school graduates to choose to enter college or seek a job.

### **The Educational Imperatives for a Work-Integrated Learning Philosophy**

BRUCE CALWAY

*Volume: 41, 12 - 22*

**Abstract:** Work-Integrated Learning (WIL) in its broadest sense is often described as an attempt by educators to provide a schooling-to-work pathway to support the employability of graduates. It is a construction by educational practitioners and associating employers. The cooperative arrangements, between these groups, have shaped programs of study at many tertiary education institutions for the best part of the last century. However, the approach sanctions a labour force imperative for education which is not consistent with the broader career-based education views expressed in public policy. In this paper we propose that any understanding of a WIL philosophy incorporates a learner environment for individual action learning and institutional active learning as an initiative that addresses six educational imperatives: workforce readiness; a professional development culture (both individual and workforce related); international relevance; life-long learning, knowledge transference; human and social potential. These imperatives we have derived from published mission statements, public policies, and institutional governance expressions, e.g. Australian government policies (1975 to 2005), OECD reports (2002, 2003) and the international symposia on career development and public policy held in Australia (2006).

### **Experiential Education as an Online Course: How is it Working?**

DR. ELAINE L. RUNDLE-SCHWARK

*Volume: 41, 4 - 11*

This article discusses in qualitative terms the development of an on-line experiential learning course consisting of a seminar series with five sessions spread over the semester. This course supports students during their semester-long applied learning term which usually involves an internship or community service experience. Attention has been paid to replicating a learning environment that can be interactive and reflective. The on-line option is evaluated in terms of student success and performance as compared to the students using the traditional on-campus, classroom format.

### **Evaluating Successful Political Internships: A View from the Student Seats**

ROBERT PECORELLA

*Volume: 41, 4 - 11*

If planned and monitored with care, government internships provide students with an opportunity to evaluate popular and academic conceptions about politics while also enhancing their professional experiences. This article is an effort to ascertain the most important elements comprising a successful government internship experience. Analyzing survey data from more than 600 undergraduates who completed legislative branch internships between 1999 and 2005, this research tests several possible predictors of success including, student background characteristics, general attitudes toward work and politics, and perception of treatment by the office against overall levels of intern satisfaction. The findings indicate that interns who feel that they have been entrusted with interesting work, who believe that they have been treated well by office staff, and who have been afforded frequent opportunities to interact with the elected official who heads the office will tend to be highly satisfied with their experiences in the legislature.

**Letter from the Editors**

PHILIP GARDNER

Volume: 41, 1 - 3

In the fourth year of publishing on-line the editors provide subscribers with the status of the journal, new features, and financials. Also cover some of the challenges currently addressing. Encourage all scholars working on work-based learning initiatives to consider submitting manuscripts to the journal for review.

---

***JOURNAL OF HOSPITALITY, LEISURE, SPORT & TOURISM EDUCATION***

---

**FACILITATING REFLECTIVE LEARNING JOURNEYS IN SPORT COOPERATIVE EDUCATION**

FLEMING, J & MARTIN, A.

*Journal of Hospitality, Leisure, Sport & Tourism Education*, 6 (2) 1.15-121

Facilitated reflection strategies can enhance the learning outcomes for cooperative education students; however an important question is whether the strategies utilised are related to the needs of the learner and the learning environment? This paper highlights student's reflective journeys over the period of their final work placement of a three-year sport degree programme. Comments from the student's final reports illustrated that the critical reflection strategies were relevant to the needs of the learner, enabled them to process the experience, and develop their learning, professional growth and confidence, as reflective practitioners.

---

***NATIONAL AND INTERNATIONAL CONFERENCES***

---

The following Co-op conferences are scheduled for the near future:

**NZACE Conference 2008**

Theme: *Working together: Putting the cooperative into cooperative education*

Location: *New Plymouth*

Venue: *Pacific International Hotel Management School*

Conference dates: *23<sup>rd</sup> and 24<sup>th</sup> of April, 2008*

Early Bird Registration: *8<sup>th</sup> of April*

Abstracts Submission Dates: *20<sup>th</sup> of February*

**Asia-Pacific Regional WACE Conference**

Location: *Sydney, Australia*

Dates: *30<sup>th</sup> Sept - 3<sup>rd</sup> Oct, 2008*

Opening Function: *30<sup>th</sup> of September*

Workshop: *30<sup>th</sup> of September*

Conference dinner: *2<sup>nd</sup> of October*

Abstract Submission dates: *now until end of March*

<http://www.abcon.biz/acen.html>

**CEIA Annual Conference - 2008**

Location: *Hilton Myrtle Beach Resort, Myrtle Beach, South Carolina*

Dates: *9-11 March, 2008*

<http://www.ceiainc.org/Conference/>

**World WACE Conference - 2009**

Location: *Vancouver, Canada*

Venue: *Sheraton Vancouver Wall Centre Hotel*

Dates: *24<sup>th</sup> to 26<sup>th</sup> of June*

Submission dates yet to be announced

---

## **MEMBERSHIP FEES**

---

**Individual membership:** \$50 a person

**Corporate membership:** \$150 for four nominated persons from one institute, with \$30 for every additional person

**Institutional membership:** \$500 per institution, with an unlimited number of nominated persons from that institution

Contact Katharine Hoskyn, Auckland University of Technology 09 921 9999 ext 5349, for details about renewing membership or becoming a new member. Alternatively access the NZACE webpage for more details ([www.nzace.ac.nz](http://www.nzace.ac.nz)).

---

## **NZACE AWARD RECIPIENTS**

---

### **Allister McLay Best Paper Award**

2007 *Dave Hodges and Diana Ayling*

### **Honorary Life Memberships**

*Chris Kirk (2007)*

*Chris Eames (2007)*