NZACE

NEW ZEALAND ASSOCIATION FOR CO-OPERATIVE EDUCATION INC.

Promoting Work-Integrated Learning

ACETALK

In this issue

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

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CHAIR'S REPORT

Dear all,

This first issue of ACEtalk for this year finds the NZACE in good heart. Fresh from a small but highly enjoyable conference in New Plymouth your New Council meet in Auckland to plan the year. The new Council farewells Terry Fulljames and welcomes Neil Haigh – who incidentally was this year's winner of the Allister McLay Best Paper Award. Otherwise membership of Council is the same as last year.

A feature of the conference and Council meeting is the developing relationship with Ako Aotearoa which resulted from the keynote address and subsequent interactions with the Director of Ako Aotearoa (Peter Coolbear). Ako Aotearoa and NZACE seem to have some genuine shared aims and are very keen to work in partnership with NZACE. NZACE has been invited to put forward a proposal for funding to support its contribution to an interactive website dedicated to learning communities in higher education. This has just been submitted, and we expect to know the outcome shortly.

The other main point of discussion was next year's conference. Council is currently considering some options, with Waiheke Island seeming a likely possibility. We will communicate these to you shortly.

The NZACE members working in partnership on the WIL TLRI project have made sterling progress and we are nearing milestone 2 well on schedule. There is already plenty of data and some interesting findings emerging. A short presentation about the project was made at the NZACE New Plymouth conference and the work is to be presented at the WACE/ACEN conference in September-October and Andy Martin is presenting some findings at the upcoming ICEL conference also.

Finally, I would like to draw your attention to the NZACE Contestable Research Fund. Previous winners Dave Hodges and Nick Wempe presented results from their studies supported by the fund at conference and both expressed their gratitude for the support in their work. I encourage all paid-up members to consider an application to the fund.

Richard K. Coll

Chairperson, NZACE

HIGHLIGHTS OF THE NEW PLYMOUTH CONFERENCE

From the Organisers

This year's NZACE annual conference was not just an opportunity for coop practitioners to talk about best practice in coop, and about findings from coop research. The 2008 conference was also a chance for coop students to show coop in action. Four degree students at PIHMS (Pacific International Hotel Management School – the conference venue) worked closely with the NZACE Council to plan the conference format and were also event managers at the conference itself. Their event planning, management and evaluation formed the major component of their studies towards their "Event Management" course, which is a compulsory final semester paper towards the PIHMS Bachelor of Applied Hospitality and Tourism Management. These students - Victoria Fairhall, Nicole Ashworth, Ryan Christensen and Carrie Cameron - put their collective experience of 4+ years in industry (experience they each have 'clocked up' via two 6 month industry placements apiece) to very useful effect.

The conference was well organised and a group of delegates commented that these students were "the most professional degree students they had ever encountered". Delegates were also able to observe other PIHMS students at work in their 'hotel roles' within the PIHMS simulated hotel – as hotel receptionists, concierges, porters and wait staff. The students provided a smoothly-run conference day, as well as meals and refreshments in the school's hotel, and at a New Plymouth port-side restaurant, Bach on Breakwater. En route to the restaurant, delegates were treated to a scenic tour of the city and port lookout (via bus luckily, as the weather was unusually damp and cold for New Plymouth in April – honest!). While numbers were slightly down on those anticipated – especially given New Plymouth's growing popularity as a domestic tourism destination – delegates' feedback was that they thought the conference was excellent, and quite "boutiquey". Delegates' personal expressions of thanks for a 'job well done' were much appreciated by the students (and NZACE Council members of course), while students would no doubt have all been gratified with their grades for this course also which were all 'B' or higher.

Eve Kawana-Brown
NZACE 2008 Conference Organiser

An Attendee's Perspective
Co-operative in Action!
This year's conference was truly a Co-op conference – it was part of the Co-op experience for a group of students at the Pacific International Hotel Management School (PIHMS), which was the conference venue at New Plymouth.

Under the guidance of NZACE Council member, Eve Kawana-Brown, the students were the event managers of the conference: undertook planning, most of the pre-conference organisation and guided us through the timetable ensuring that everything was in the right place at the right time (including transport to take us between the hotel in the city and PIHMS). We were also treated to their reflections on Co-op as they were the guest speakers for the conference dinner.

It was great to have the presence of students throughout the conference and they handled the whole event with tremendous professionalism – also dealing with the unexpected. (a conference attendee not well for a while and the sudden departure of another by car with consequent re-arrangement of travel plans for some remaining delegates).

Council could arrive at conference without having to think about who's going to produce name badges? what will the conference bag be like? When will we fill the bags and what with? and the myriad of other questions that usually pre-occupy the pre-conference days.

Keynote with continuing impact

We were delighted to welcome to the conference keynote speaker, Dr. Peter Coolbear, the Foundation Director of Ako Aotearoa, The National Centre for Tertiary Teaching Excellence. Peter had previously been a Council member and secretary of NZACE in its early days.

Peter's presentation explored what Ako Aotearoa aims to do, what its model of action is and how it might work with organizations involved in cooperative education in the future.

Keynote discussion groups were an innovation for this conference with delegates discussing some of the challenges and opportunities offered by Peter. It has been encouraging that Peter has consequently attended a Council meeting and is discussing options for the future involvement between the two organisations. This was certainly a keynote speech with lasting impact.

Conference programme

The programme for the conference was a little different this year with the conference dinner prior to the day of keynote speech and parallel sessions. This may have contributed to the keenness displayed in the discussion groups following the keynote!

Wednesday afternoon marked the arrival of delegates (a slightly smaller conference of 23 registrations), interactive workshops for a few delegates with research that they wished to discuss, a tour of PIHMS undertaking by the students – a chance to see a training hotel and restaurant in action, bus tour of New Plymouth (with delicious nibbles and local wine laid on the students at one of the stop-offs overlooking New Plymouth) and then on to the dinner at a wonderful restaurant located by the beach.

The following day, the thought-provoking keynote speech got us off to a good start. This was followed by presentations by Dave Hodges and Nick Wempe, recipients of the inaugural contestable fund. They presented their research to date. It was great to see that NZACE has been able to assist members with some research funds.

Parallel sessions followed until the end of the day with a good standard of wide-ranging presentations – proceedings of which are already on the NZACE website.

At the closing of the conference, Neil Haigh of AUT University was announced as the recipient of the Allister McLay Best Paper Award.

Eve was formally thanked as the conference organiser and the students were thanked for their role as event organisers. The conference truly reflected its theme "Co-operative in Action".

Katharine Hoskyn

Conference Photos

Serious talking

Student presentations

Some serious drinkers

Even more serious drinkers

Peter Coolbear, keynote speaker

Research fund award recipients; Dave Hodges and Nick Wempe

Eve Kawana-Brown and the PIHMS students who coordinated the conference

Neil Haigh, winner of the Allister McLay Best Paper Award, and Richard Coll, chairperson of NZACE

Conference Abstracts

Keynote: PETER COOLBEAR, Ako Aotearoa
The National Centre for Tertiary Teaching Excellence, Ako Aotearoa
As the National Centre for Tertiary Teaching Excellence, Ako Aotearoa leads the drive to establish what counts as good teaching in Aotearoa – New Zealand and to make it happen, so that teaching is better, is better valued and produces better outcomes for learners and the nation. Our brief is right across the whole of tertiary education and training in all its different guises in New Zealand, and we are looking to collaborate with and support organizations actively involved in promoting strategic enhancement of teaching and learning. This presentation will explore what Ako Aotearoa aims to do, what its model of action is and how we might work with organizations involved in cooperative education in the future. In developing our model of action we have several starting assumptions. One is that there is a great deal of good and excellent practice out there – often, however, it is kept well hidden from general view. Another key assumption is that there is no one model of best practice. Our first challenge, then, as educators, is to develop ways of making strategic and sustainable interventions that improve outcomes for tertiary learners. Our second challenge is to identify when we are successful. Part - a big part - of the problem is that we often don't fully articulate either as teachers or learners what we are engaged in tertiary education for. This is especially important in a policy environment where the rhetoric has tertiary education supporting the 'knowledge wave' or contributing to a 'transformed economy'. I would suggest that those involved in the cooperative education can, potentially, address these issues more readily than tertiary educators in other contexts.

DAVE HODGES, Unitec Institute of Technology
Letting Go: Changing Ownership of the Learning and Assessment Process in Cooperative Education
Background: Assessment has often been described as a 'thorn in the side' of cooperative education practitioners. This is largely because workplace learning is complex and uncertain. Required to package learning into neatly proscribed and specific learning outcomes, before wrapping these up with faculty-controlled assessment processes, we are faced with a real dilemma. It is often the non-curricula related and unexpected learning that occurs in the 'messy' world of work that provides the most value to students - yet this is hard to pin down and reliably assess. Similarly, as professionals and new employees, our graduates will be expected to manage their own performance and development and be aware of their own strengths and weaknesses - yet paradoxically our assessment practices tend to involve us telling students whether they have met whatever criteria that we impose. In effect, we are acculturated in classroom-based pedagogy and the 'rules of engagement' of our own communities of educational practice, and we sometimes struggle to undertake the necessary 'boundary crossing' into the communities of work practice. The result is a tendency to cling on to what we know best - focusing assessment on instrument reliability. Unfortunately, this often comes at the expense of the validity of what we are measuring.
Context: The research presented is part of a research project contributing to a PhD thesis. An integrated, 'student-driven' portfolio model of co-op assessment will be presented in the context of an undergraduate business degree. Some preliminary findings from its first year of implementation will be explored.
Aim/s: To seek stakeholder feedback on their experiences in order to evaluate the value and acceptability of the new assessment model.
Method/s: Quantitative and qualitative data were collected over two semesters. Survey results and preliminary interview findings were thematically analyzed to identify areas of commonality and difference.
Results: Overall, stakeholders were very positive about the portfolio model introduced. Both students and employers indicated high levels of satisfaction. Faculty had mixed views about the changes introduced, although overall were positive about the value of the portfolio for students. Some faculty found it difficult to 'let go', with some wanting to intervene and reward the 'better' students (through an 11 point grading system), rather than having students self-assess their learning via a simpler three-point competency-based approach.
Conclusions/Implications: When designing co-op assessment processes, there will always be a balance needed in order to accommodate stakeholder needs and views. While students and employers are comfortable with the new assessment model, faculty are a little more cautious. There may be a range of reasons for this, but it is entirely possible that passing ownership of assessment to others challenges their understanding of their role in assessment, particularly in being the sole judge of student learning and performance.

NICKE WEMPE, Whitireia Community Polytechnic
The Theory and Reality of IT Capstone Projects: The Academics Perspective
Background: Capstone projects have been the major cooperative education activity of ITP information technology undergraduate degrees since the mid-1990s. These final papers are designed to give students an experience of 'real life'.
Issues: There has been debate over whether such papers can be considered truly cooperative education. As part of my PhD thesis into possible models of engagement between the IT industry and academe, I was privileged to interview 11 practitioners. These interviews have given a useful insight on the academics view on capstone projects, the processes undertaken and individual thoughts on the benefits or otherwise of such projects.
Discussion: I shall be comparing the analysis of interviews with two specific journal articles. These articles can be seen as exemplars of good practice in IT capstone projects. The articles are guidelines for capstone projects by Clear, Young, Goldweber, Leidig and Scott (2001) and Cooperative Education in Information Technology by Fincher, Clear, Petrova, Hoskyn, Birch, Claxton and Wieck (2004).
Conclusions: The analysis highlights the challenges that exist between the theory and reality of capstone projects, both as a form of cooperative education and in preparing students for a career in IT.

T. PASCAL BROWN, Unitec Institute of Technology
The Role of an Online 'Vocabulary Gymnasium' in Developing the Workplace-related Vocabulary of Migrants Heading for Work Experience or Part/Full Time Work
Background: The literature argues that 'mixed mode' delivery integrating both online and face-to-face teaching experiences is beneficial to migrant English language students (Brown & Ayres 2007; Levy 2000). Vocabulary is also key to being successful at work for migrants (Nation, 2004). There are a large number of English language learning sites on the net, but not many are New Zealand-based and workplace-focused. One New Zealand-based English language learning Internet site is critiqued here.
Program: The School of Languages at Unitec has two papers in the BA (EAL) where students are encouraged to do a cooperative learning module. Much of the teaching on these two papers brings in the students' own experiences from their own countries workplaces and New Zealand workplaces. Vocabulary is still a weakness of the students so these papers include them, focusing on the vocabulary of work and workplaces, both in classes and via this site.
Unique Features: The site www.yourengloishonline.com has sections on Global English, English for the Workplace, Business English, Technical English, Academic English and Hotel English. Under development are sections on Health, Retail and Police English. The site is free to students at Unitec and all net users globally. Quizzes are automatically marked, and are at three language levels.
Discussion/Argument: It is argued that such a site can work as a 'vocabulary gymnasium' for migrants who may only have vocabularies of between 1,000 and 3,000 words when typical demands of a workplace require employees to have up to 5,000 or 10,000 words to function fluently and competently. This is particularly true for migrants wanting more than ground-level entry jobs where their overseas qualifications and New Zealand-based qualifications will be better used.
Implications/Issues: The site is an innovative way to develop vocabulary and cultural knowledge of workplaces but does also require constant updating. Many sites now have excellent audio and videos pieces which makes the activities for English language learning even more realistic and authentic. This site needs to integrate these new technologies. Also as updating the site is hugely time consuming previous students already working are now being approached to add their own resources to the site.

JAMES CANNAN, Unitec Institute of Technology
Using Practice-based Learning at a Dual-sector Tertiary Institution: A Discussion of Current Practice
Background: The practice-based learning style of delivering programs has become a key component of undergraduate degrees delivered at tertiary institutions, and is promoted as being a significant linkage of connecting the workplace to the learning institution. However, within this 'dual sector' tertiary environment there are other significant models of delivery where vocational and technical courses utilize the work experience model where workplace learning is conducted and assessed at the workplace. Other models of workplace learning may also be delivered through an apprenticeship system where the students carry out full time work and study on a part time basis. This form of work-based learning requires a distinctive different approach in terms of learning and assessment.
Issue: The main issue addressed in this paper is to discuss and evaluate how this form of learning occurs through alternative methods of practice-based learning within a dual sector institution.

Discussion: This paper presents a review of reported practice-based learning within vocational and technical education. In it the author attempts to identify aspects of current models used and linkages between the curriculum and the workplace and what effects may impact on students.

Conclusions: Evaluation of the different methods identified clearly indicates a need for a different approach to the delivery of practice-based learning depending on how the students are engaged in the delivery of programs, and a need for further research is necessary to determine the extent of benefits gained in the use of this form of learning at a dual sector institution.

Implications: The models used are clearly different, and will have an impact as to how students learning will be perceived at both the institution and at the workplace.

NEIL HAIGH, AUT University
Maximizing Student Learning in the Workplace: One Perspective

Background: While the benefits of workplace learning are invariably emphasized to students, those referred to in documents for students infrequently refer to opportunities to access the personal practical knowledge(PPK) of people they will encounter in particular workplaces. It follows that issues and implications associated with the ways in which this knowledge can be accessed are not typically explored in depth with students prior to, and during, placements.

Program: I have previously provided a session for students in a cooperative education program in science and technology that was intended to help them consider: (a) possible differences in the nature of the knowledge that they can acquire in a workplace, in contrast to a classroom, and (b) associated implications for their role and strategies as a learner in that setting. I contend that an appreciation of these differences and implications can enhance their future professional learning as well as assist their current learning. The concepts and views explored previously with students are now being discussed with colleagues in another cooperative education program (sport & recreation) along with implications for preparing students for placement.

Unique Features: This approach places emphasis on helping students consider important contrasts in the 'what' and 'how' of learning in classroom and workplace settings. It also takes into account uncertainties and anxieties that students may experience in a workplace when they recognize that they must assume responsibility for identifying sources of potentially valuable PPK and for initiating strategies for gaining access to that knowledge.

Discussion/Argument: I propose that providing students with a conceptualization of workplace learning that includes the concept of personal practical knowledge and its implications will extend and enhance the learning benefits of cooperative education.

Issues/Implications: This approach has not, as yet, been systematically evaluated and a proposal for this is being developed.

KATHARINE HOSKYN, AUT University
Critical Thinking and Reflection in Cooperative Education

Background: At the 2007 NZACE conference, Claxton and Hoskyn (2007) presented a paper Distance Learning and Teaching in Cooperative Education. From the presentation of this paper discussion arose about different models of critical thinking and reflection.

Issue: Reflection and critical thinking are commonly used in cooperative education and work-based learning programs to ensure that students gain the maximum benefit from their work placement and co-op experience. Investigation of the relationship between theory and practice is often a subject about which students are required to reflect. However, students do not naturally engage in this process without guidance and some form of structure.

Discussion: This paper discusses some of the different models of reflection and critical thinking, and considers how they can be applied in co-op programs. The suitability of models to differing disciplines or subject areas is discussed.

Conclusions: Each model has strengths and weaknesses and can benefit co-op programs in different ways.

Implications: A review of reflective models enables practitioners to select a framework best suited to their program.

KARSTEN E. ZEGWAARD, SUSAN MCCURDY, University of Waikato
Value of Work Placements for Students, and its Influence on Student Performance: Faculty Perceptions

Background: Much research has been carried out on the benefits of co-op for students, employers, and, to a lesser extent, educational institutions. Research of faculty views, who only have peripheral involvement with co-op, about the value of co-op for the student and potential benefits to student skill development and academic performance is limited.

Context: The research presented here is part of a larger, partly-completed, research project at the University of Waikato. Presented here will be one facet of the data collected so far, with the other facets either in the process of being published or still to be analyzed.

Aim/s: To establish what views faculty members have of the value of co-op to the student and if undertaking co-op has any perceived beneficial effects on student academic performance and skill development.

Method/s: Data were collected using a survey instrument, containing questions that were rated using a 5 point Likert scale. The survey instrument was sent twice. With a final response rate of 54%. The survey data were thematically analyzed, and descriptive statistical analysis was carried to determine mean responses and of variability. Currently, follow-up in-depth interviews are being carried out.

Results: About 80% of faculty thought that students learnt both hard and soft skills during work placements, and 88% of faculty thought that work placements taught students skills that are not taught at university (with 12% being unsure or ambivalent). Faculty were divided on the view that students learnt 'scientific skills' whilst on placement, with 19% disagreeing, 33% agreeing, and 38% being indifferent or unsure. Some 43% of faculty were unsure or ambivalent about if work placements helped student understand academic content and improve academic performance. Faculty had a consistent perception that students developed a work ethic during work placements, with 79% agreeing and only 3% disagreeing. However, conversely 71% of faculty did not believe work placements should be compulsory in all science degrees. Interestingly, there appears to be a small subgroup that held strong negative views of placements, and who think students do not learn hard or soft skills on placement, nor any useful 'academic skills', or that work placements helped focus student's career paths.

Conclusions/Implications: Faculty perceptions may have an important influence on institutional acceptance of co-op programs at the tertiary education level and, hence, the program integration as part of the institutional approach to delivering curriculum. Results so far has given some insights to faculty perception, and also indicate that faculty views are, on some issues, relatively diverse or even divided. Comments suggest that faculty may not be well informed about some aspects of the purpose and function of work placements. However, it is remains to be determined if the lack of co-op understanding has greatly affected faculty perceptions. The data also indicate the need to further explore a subgroup within faculty that held strong perceptions that work placements do not have any academic value at the tertiary level. Further research will focus on face-to-face interviews to further understand the rationale behind faculty perceptions. The authors hope to develop structures to assist faculty, who only have peripheral involvement with co-op, to understand and develop greater acceptance of co-op at tertiary education institutes.

LEVINIA PAKU, MARK LAY, University of Waikato
Reflection and Review: Confessions of Placement Students

Background: Reflective learning is an important aspect of cooperative education, and much research has been done in this area. Despite the extensive research, to our knowledge there has been very little conducted on students' personal reflective learning. That is, what they have written in their work placement reports. Reports ranging over a 10 year period have been analyzed.

Context: BE and BSc(Tech) students at the University of Waikato, as part of their work placements submit technical reports. As part of their report students are asked to do detailed reflection and review outlining skills obtained, personal growth and understanding of industry. The engineering department at the University of Waikato have copies of placement reports dating back to 1994.

Aim/s: To investigate students learning from co-op placements through their reflection and review, and identify whether learning has changed or improved over the last 14 years.

Method/s: A qualitative analysis was performed on student's reflection and reviews from students enrolled in science and engineering co-op degrees in forestry and materials and process engineering. The data were collated, analyzed for reoccurring themes and pools of meaning constructed. Key phrases are used as examples in the study, and pseudonyms employed to preserve confidentiality.

Results: Students have difficulty reflecting on their work placement experiences evidenced by the lack of detail written, and failure to elaborate on actual skills obtained. This could be due to students being idle with their writing, or that students lack effective reflective skills, or because students do not perceive reflection as being a necessary skill. A key area students mentioned was the difficulty they have in writing technical reports, particularly where placements involved routine work. However, some students have written thoughtful introspections of what they have learnt, observed and encountered during their placement, providing insight into knowledge and understanding gained. These students appear to have gained valuable appreciation into company functioning, hard and soft skills gained, and applying theory learnt at university in an industry setting.

Conclusions/Implications: We need to assess and review how we teach co-op, in particular reflective learning and report writing. Difficulties in report writing were not only raised by our students, but also with employers who have often indicated that students lack this vital skill. Students need guidance in reflecting on their work and learning, which could be better provided by placement coordinators during placement visits.

Future work will address the issues raised from this study.

SUSAN MCCURDY, KARSTEN E. ZEGWAARD, University of Waikato
Faculty Perspective on Assessment of Co-op Placements

Background: Assessment of cooperative education work placements presents many difficulties. While there are many assessment processes and tools available and the problems and benefits of their application, there is little information on how faculty who undertake these assessments view these options.

Context: Research has been started to examine the views held by faculty, initially at the University of Waikato. The work presented here is part of the larger research project investigating faculty views on cooperative education and presents preliminary findings faculty views of assessment of work placements.

Aim/s: To investigate faculty views of assessing cooperative education placements.

Method/s: Faculty perceptions were investigated using a survey where participants were asked to rank a series of statements using a 5 point Likert scale. Survey results were analyzed statistically and organized thematically to draw conclusions about faculty views.

Results: Faculty have clear ideas about assessment of cooperative education placements. About 56% of faculty disagree that cooperative education programs are adequately assessed by a written report alone. In contrast 82% support employer input into assessment – probably because placements are work-based and students are based off campus. Faculty views on student input in placement assessment was mixed, with 34% of faculty agreeing that students should have input, 30% disagreeing and 37% ambivalent. However, options for student input could be worthwhile following up and faculty views gauged again, particularly in regard to student non-technical skills such as reflective practice and self evaluation which are difficult to assess by faculty. About 62% of faculty think that oral presentations would be a useful addition to placement assessment, but 68% disagree that oral presentations should be the only method of assessment. Likewise, 63% of faculty agreed that report marking should be done by specialists who have worked or researched in similar fields to the student placement. About 50% support 0-100% grading rather than a simple pass fail system because grading allows recognition of student effort and excellence and a basis of comparison. Interestingly, 51% of faculty think that students learn from comments and feedback given on written reports, but they do not consider feedback on draft reports as a teaching tool (13% agree that it is a teaching opportunity). However, 59% view report marking as a poor use of time, perhaps due to a lack of match between the placement work and the faculty member's own research interests. It seems that there is a disconnection between what faculty perceive as teaching, and what they perceive as student learning, as well as their responsibility towards student learning.

Conclusions/Implications: The findings suggest that it would be worthwhile, and there would be some faculty support for, exploring a multi-faceted approach to student placement assessment that includes oral presentations along with the current use of written reports and employer evaluations. In addition, inclusion of student self-evaluation of their soft skills as a part of the assessment should be investigated further. Faculty views that placement assessment is a waste of time and a lack of recognition of assessment as a teaching opportunity may negatively affect their ability to assess reports appropriately and provide good feedback. When considered in the light of widespread views from employers that student report writing ability is one of students' weaknesses - and that teaching students to write good reports is critical to their success in postgraduate research and in industry - it is important that this area is followed up with further work and intervention plans. Faculty may also view report marking from a purely 'self-oriented' position where they may not be able to have research

input into the student work, may receive reports that are 'massaged' to protect intellectual property or commercial interests which would give rise to dissatisfaction.

JENNY FLEMING, CARYN ZINN, AUT University
Cooperative Education Student Versus Graduate Competencies: What does the Industry Perceive as Important?
Background: Cooperative education programs aim to prepare students for the workplace by developing both generic and specific competencies useful to the student and the employer. Researchers have investigated the competencies relevant to business and science and technology graduates (Coll & Zegward, 2006; Hodges & Burchell, 2003). However, there is little published research on the perceptions of the skills or graduate competencies desirable in sport and recreation graduates entering the workforce.
Context: The cooperative education component of the Bachelor of Sport and Recreation involves final year students completing 350 hours in a sport and recreation organization as well as undertaking a project for the organization.
Aims: To identify key competencies needed by the sport and recreation students entering their cooperative placement as well as identify the difference between student and graduate competencies.
Methods: An online survey of sport and recreation industry supervisors was undertaken. Supervisors were asked to rank the importance of specific competencies (adapted from Coll & Zegward, 2006) for the cooperative student and for the graduate.
Results: Sport and recreation industry supervisors believe that the most important competencies (i.e., ability and willingness to learn, initiative and personal planning and organizational skills), are needed by both a cooperative education student and a graduate. Students should focus on relationship building and developing teamwork and cooperation during their industry placement, as these were ranked within the top five desired of the graduate but not of the student.
Conclusion/Implications: Academic programs within a university need to ensure that students are provided with opportunities to facilitate the development of competencies that prepare the student for a successful cooperative education experience. These competencies can then be enhanced further in order to increase the likelihood of employment as graduates.

RICHARD K. COLL, CHRIS EAMES, LEVINIA PAKU, MARK LAY, University of Waikato
DIANA AYLING, DAVE HODGES, SHIU RAM, RAVI BHAT, Unitec Institute of Technology
JENNY FLEMING, LESLEY FERKINS, CINDY WIERSMA, AUT University
ANDREW MARTIN, Massey University
Investigating the 'Integrated' in Work-integrated Learning
Background: Work-integrated learning is an educational strategy in which students undergo conventional academic learning with an educational institution, and combine this with some time spent in a workplace relevant to their program of study and career aims. It goes under a number of names internationally; sandwich degree; cooperative education; and internships. Recently the World Association for Cooperative Education added 'integrated' in a by-line to its name to reflect a broader perspective of the nature cooperative education. A key aspect of WIL is the notion that it entails the integration of knowledge and skills gained in the educational institution and in the workplace. It is the integration aspect of WIL that distinguishes it from workplace learning (i.e., simply what a student or employee learns in the workplace). By this we mean in what way does the student take what he or she has learned into the workplace, and conversely in what way does what the student learns in the workplace become related to, or incorporated into, the next phase of academic learning when he or she returns to the educational institution after completing a work-placement?
Context: The context for this study is three sectors of New Zealand higher education; business and management; sport studies; and science and engineering, and a cohort of higher educational institutions that offer WIL/cooperative education in variety of ways.
Aim/s: The aim/objective of this study is to investigate which pedagogical approaches in WIL programs are currently used by WIL practitioners in terms of learning and the integration of academic-workplace learning. WIL practitioners are in the process of conducting this research in partnership with senior researchers. Together the parties will investigate their WIL programs and the use of pedagogical approaches within them.
Method/s: This research constitutes a series of collective case studies from three sectors of higher education in New Zealand; science and engineering; business and management; and sport studies. There are two main data sources, interviews with three stakeholder groups (namely employers students and co-op practitioners), and analyses of relevant documentation (e.g., course/paper outlines, assignments on reflective practice, portfolio of learning, etc.).

Results: Preliminary results will be described and discussed with respect to the literature. In particular a focus will be on the integration of on-campus and off-campus learning, and the means used to facilitate this.

Conclusions/Implications: The focus of this study is to build understanding of WIL practice. Given the current, and likely worsening, skill shortage reported in New Zealand, WIL programs provide a potent vehicle for producing work-ready graduates in strategic areas - namely those that form the core of this study; science & engineering, business & management and sport studies. As WIL practitioners and senior researchers develop relationships with other practitioners, and enhance their own practice, the opportunity for research to both strengthen those relationships and inform practice is presented by this proposed study. The findings may also help to reinforce what can be achieved through WIL programs, and through dissemination of the findings raise awareness amongst TEIs of the future possibilities available via this pedagogy. This is considered particularly important because despite its well-documented advantages WIL is often seen in simplistic terms by higher educational institutions - for example, as a simple recruitment tool (Coll, 1996; Weisz & Chapman, 2004).

NOEL BRIDGEMAN, LEONIE BRIDGEMAN, Pacific International Hotel Management School
Student Directed Research Results and Their Potential for Contribution to the Hospitality Industry:
A Work in Progress

Background: While there is a wealth of literature about different aspects of 'students as researchers', there is little reported on outcomes possible from students working on individual directed research projects in a particular industry.

Context: PIHM's Postgraduate Diploma in Hotel Management students are required to complete a directed research project as part of their qualification. Students are required to identify an issue/problem that exists in the property where they are doing their industry placement, and produce some realistic recommendations to management (based on primary and secondary data) on how to address the issue/problem. Currently, this means that up to 30 reports per semester are being produced based on primary data drawn from properties mainly based in Auckland, Rotorua, Wellington and Queenstown. There is potential to study similar issues arising across the four regions, for example, staff turnover.

Aim/s: To establish whether there is a potential for the results reported at the end of postgraduate student directed research projects to be aggregated to produce a summary report that may be of interest to the wider hospitality industry.

Method/s: Students have been advised to adopt an interpretive paradigm leading to an inductive approach that focuses upon the subjective accounts of human actors. A thematic analysis of topic areas chosen is carried out to identify whether (within the existing reports) there is sufficient commonality of research areas for comparison, which might allow some more generalized conclusions to be drawn that have some applicability to the wider hospitality industry.

Results: Up to the present, students have been given a free choice as to the topic of their directed research project, thus while there is some commonality with topic areas, there is currently a difficulty in trying to make any comparisons based on the data included in current individual student projects.

Conclusions/Implications: Given that we are dealing with directed student projects there is potential for the lecturer to use the results of individual student directed research projects to design a multiple case study approach for sites, either for projects done in the same semester, at different sites, or same sites, different semesters, or some other combination. If designed properly, this would allow for students to still carry out their own individual project, with the results they produce potentially being able to be combined and further analyzed to produce a report of wider interest to the hospitality industry other than just the individual student sites.

THE NZACE COUNCIL - 2008

The 2008 NZACE Council; from left Jenny Fleming, Karsten Zegwaard, Sharleen Howison, Mark Lay, Richard Coll, Dave Hodges, Nick Wempe, Neil Haigh, James Cannan, Alan Cadwallader, Katharine Hoskyn, and Eve Kawana-Brown.

Richard K. Coll *Chair*	I have been involved with NZACE in one form or another for 11 years since joining Waikato's co-op team. I started life as a chemist and have a PhD in chemistry from the University of Canterbury. After my chemistry PhD I worked in the Pacific and Caribbean as a chemistry lecturer before returning to NZ and taking up the post of placement coordinator in the School of Science & Technology (now Science & Engineering). I became interested in science education research, and so completed a Doctor of Science Education from Curtin University of Technology. I am currently Director of Cooperative Education, but hold a joint post with Waikato's Centre for Science & Technology Education Research. I am a member of the World Association for Cooperative Education and am on the WACE Board of Governors, with particular responsibility for research. I found, and am Editor-in-Chief of, the *Asia-Pacific Journal of Cooperative Education* and recipient of the Tyler and MacLaren awards, for research into co-op and internationalisation of co-op respectively.
Jenny Fleming *Deputy Chair*	Jenny is a senior lecturer and the Cooperative Education Coordinator in the Division of Sport and Recreation at AUT University. She was responsible for setting up and developing the cooperative education programmes at AUT for the Bachelor of Sport and Recreation (in 1998) and Bachelor of Dance (in 2005). Her research focus areas are related to the learning experiences of students undertaking cooperative education in sport and recreation. Jenny is an Editorial Board member of the Asia-Pacific Journal of Co-operative Education and is on the review panel for the Journal of Cooperative Education and Internships.
Alan Cadwallader *Secretary*	Alan is an Associate Dean with the Faculty of Humanities and Business at UCOL in Palmerston North. In this role he has responsibilities for educational innovation and related developmental projects. Alan is presently on secondment to UCOL's Cuisine Project which is establishing an international cuisine school in NZ. Alan's career straddles both practitioner

industry involvement and academic pursuit, and his responsibilities are closely linked with the promotion of workplace-based learning opportunities for students. Naturally he has a strong interest in cooperative education as well as research interests in the areas of small business and entrepreneurial endeavour.

Katharine Hoskyn
Treasurer

Katharine holds a BA and is a member of the Market Research Society of New Zealand and the UK equivalent. Katharine is a Senior Lecturer in Marketing and Advertising in the Bachelor of Business at Auckland University of Technology. She has supervised Co-op students in a wide range of setting both in New Zealand and overseas and also students undertaking conjoint degrees. She has undertaken considerable experience in programme development and programme management in Co-op. Research interests currently focus on distance learning and the development of critical thinking.

Karsten Zegwaard
ACETalk Editor

Karsten holds a BSc, MSc(Tech), and PhD in science from the University of Waikato. He is based at Waikato University as a lecturer and work placement coordinator for the Cooperative Education Unit. Karsten also belongs to WACE, NZSSS, and is a member of several journal and conference editorial boards. Recent research in co-op include developing further understanding of tertiary science students' self-efficacy, practical science skill identification, and perceptions of key co-op stakeholders of graduate competencies. Current research undertakings include the application of socio-cultural learning theories to the enculturation of co-op students and graduates into academia, assessment practices of co-op placements, and how work placements could enhance graduate research skills.

James Cannan

James is Head of the Electrotechnology Department at Unitec New Zealand and is responsible for developing and operating the department with programmes and courses in Electrical and Electronics. James holds a DipEd, BEd, and a MEd and has a background in the automotive engineering industry. Current research interests include industry oriented learning in the Bachelor of Applied Technology and co-operative education with students project work in the final year of their degree.

Neil Haigh

Neil is a first-time NZACE council member. He currently is an Associate Professor in Research and Scholarship Development at the Educational and Professional Development Centre at Auckland University of Technology. Neil has particular interest in conceptualisation of research projects, development of postgraduate supervisors, achieving synergy between teaching and research, and the engagement of scholarship of learning and teaching.

Dave Hodges

Dave is the Associate Dean, Undergraduate Division, and currently Acting Manager of the Academic Quality Office, at Unitec Institute of Technology. Dave also has responsibility for leading and promoting co-operative education across the institution. His research interests include graduate competencies and the assessment of workplace learning - the latter being the topic of his doctoral thesis, currently being completed. Dave is a past Chair of NZACE and is a member of the Board of Governors of WACE. He is also an Editorial Board member of the Asia-Pacific Journal of Co-operative Education and a Review Panellist and Editorial Board member of the Journal of Cooperative Education and Internships.

Sharleen Howison

Sharleen is a Principal Lecturer in the School of Applied Business at Otago Polytechnic. She lectures on the year 2 and 3 tourism papers and has overseen the final year project for year 3 students on the tourism stream and in summer school. She is completing a Doctorate in Education through Griffith University and the subject of her thesis is Cooperative Education. This has ignited a passion for research around this topic, and she has presented two papers at NZACE conference in the past two years.

Eve Kawana-Brown

Eve has been involved in vocational education since 1995 via work with the Education and Training Support Agency, SFRITO (Sport, Fitness and Recreation Industry Training Organisation), Unitec's Faculty of Business, PIHMS (Pacific International Hotel Management School), and currently WITT (Western Institute of Technology at Taranaki) where she is Project Manager - Transformation. All of these roles have involved Eve in trying to maximize the potential of work-based learning to further students' qualifications and career opportunities. A trained teacher with a bachelor's degree in education, Eve completed a Master of Management in Human Resource Management with Massey University in 2005. Her Master's research investigated the expectations of both employers and students engaging in cooperative education via the PIHMS industry placement programme.

Mark Lay	Mark has a PhD in Engineering from the University of Waikato and lectures in biochemical engineering and environmental technology in the Department of Engineering at the University of Waikato. Mark also works half time in the Cooperative Education Unit with Levinia Paku organising work placements materials and processing and mechanical engineering students. His Research interests include continuous chromatography, mathematical modelling, science education and cooperative education.
Nick Wempe	Nick is a Project Coordinator at Whitireia Community Polytechnic, initially on the Bachelor of Information Technology and now on the Bachelor of Applied Business Studies, involved in creating relationships with industry partners and facilitating third year industry based projects. These projects are a key component of an applied degree programme and it was through such projects that he learnt of NZACE. Through his life experience, Nick has a high regard for the effectiveness of co-operative education. With a background in construction and IT, Nick has been at Whitireia for twelve years. Nick's current research is the development of models for building relationships with industry in the field of IT.

NZACE WEBSITE – WHAT'S THERE AND IS IT USEFUL?

If you haven't visited the NZACE website in the past year, you've missed something!

Thanks to Council member Mark Lay the website is kept well up-to date.

So, what can be found on the NZACE Webpage?

- A section on benefits of Co-op for employers, students and institutes
- Resources available from NZACE –with a pdf file of the very useful booklet about developing a Co-op programme – written by Dave Hodges and Peter Coolbear several years ago – but still relevant today
- Conferences
    - o Information about the next conference – updated regularly as information becomes available. There is nothing for 2009 yet – but watch this space! Information coming soon!
    - o Past conferences – a record of all NZACE conferences held and papers presented – with proceedings in pdf format for the latest conferences
- Contacts within NZACE and membership details
- ACETalk – previous editions.

The website is an evolving resource. We are adding to it frequently. Please let us know if there is anything else that you would find helpful. If you have not visited the site yet, do so at **www.nzace.ac.nz.**

INTERNATIONAL LEARNING CONFERENCE - REPORT

I recently attended the International Learning Conference at the University of Illinois, Chicago, USA. The Conference attracted nearly 400 delegates from 30 different countries - certainly international and not dominated by the host country. In a similar way to the ACE conferences, there was a wide range of disciplines and institutions represented - which sometimes can be more interesting. Although as an IT lecturer, there were times when I thought I might be at an IT conference with sessions on Second Life virtual reality, e-learning and evaluation of discussion threads etc. Delegates included teachers, administrators, policy makers, and businesspeople, as well as scholars from education, area studies, communications, computer science, literature, the natural sciences, psychology, and sociology. Another similarity with this

conference (to NZACE) is the ability to submit journal articles after the conference - as long as you presented at the conference.

Although some of the logistics were not perfect (accommodation was at the University hostel), delegates were open and friendly, and the plenary sessions were excellent (especially presenters from the University of Illinois). Some large-scale research in Chicago around the use of technology used by teachers was outlined, highlighting to me the need for teams of researchers and a reasonable length of time needed for weightier research - rather than the 'one-off' papers. I presented an overview paper based on my completed doctorate on 'optimising blended learning' - I am sure that the type of paper that NZ ACE delegates present and publish would 'fit' with this conference as ILC run nine streams within the overall theme of Education/Learning.

Next conference is in Barcelona! http://l09.cgpublisher.com

David Skelton

UPCOMING NATIONAL AND INTERNATIONAL CONFERENCES

Asia-Pacific Regional WACE Conference - 2008

Location*: Sydney, Australia*　　　　　　　　　　Venue: *Manly Pacific Hotel*
Dates*: 30th Sept - 3rd Oct, 2008*　　　　　　　　Opening Function*: 30th Sep, 2008.*
Workshop: *30th Sept*　　　　　　　　　　　　　Conference dinner: *2nd Oct, 2008*
Abstract Submission: *Closed*
http://www.abcon.biz/acen.html

Joint CGU-Wace International Symposium

Location: *Madrid, Spain*　　　　　　　　　　　Venue: *Universidad Complutense de Madrid*
Dates: *3rd – 5th Dec, 2008*　　　　　　　　　　Abstract Submission: **Close 1st of July, 2008**
http://www.waceinc.org

11th International Conference on Experiential Learning

Location: *Sydney, Australia*　　　　　　　　　　Venue: *University of Technology Sydney*
Dates: *8th – 12th Dec, 2008*　　　　　　　　　　Abstract Submission: **Close 7th of July, 2008**
Registration: *Early bird before 8th Sept, 2008*
http://www.education.uts.edu.au/icel/index.html

World WACE Conference - 2009

Location: *Vancouver, Canada*　　　　　　　　　Venue: *Sheraton Vancouver Wall Centre Hotel*
Dates: *24th - 26th June, 2009*　　　　　　　　　Abstract Submission: *Close 15th Dec, 2008*
Registration: *1st Feb - 9th May, 2009*
www.waceinc.org

NZACE CONTESTABLE RESEARCH FUND – APPLY NOW!

The New Zealand Association for Cooperative Education (NZACE) established a Contestable Research Fund in 2006 to support research into cooperative education or work-integrated learning. The purpose of the Fund is to support research projects that aim to enhance understanding about the theory and practice of cooperative education, and to assist the development of research capability in educators or administrators involved in cooperative education programs.

Criteria for funding

The criteria that will be considered when assessing applications for funding to support research projects are:

1. Applicants must be members of NZACE at the time of application
2. How the research project will build on the national and international knowledge base in cooperative education theory and/or practice
3. How the research will be designed to enable substantive and robust findings
4. The research expertise of the researchers and/or the capacity of the project to build research expertise in the researchers, and
5. The research can substantially be completed within two years of grant receipt.

Funding

The value of the Fund in any one year will, vary according to the resources of the Association. In 2008 the total Fund will be no more than $4,000. Grants may be made to successful applicants in amounts less than those requested, but only where the project remains viable with the lesser amount. NZACE will also provide grant recipients one free conference registration per grant to an annual NZACE conference within two years of the grant receipt to present a paper on the research.

Use of funds

Any grant made from the fund may be used to purchase equipment or other resources that will enable the research to be conducted (e.g., tape recorders, transcription costs), or to pay for travel to project meetings, or researchers' time. The grant should not be used to purchase computers or to fund conference attendance.

Reporting

All funded projects will be required to submit a milestone report detailing progress one year after funding is received and a two page report to the New Zealand Association for Cooperative Education for tabling at an Annual General Meeting of the Association within two years of receiving the funding. This AGM report can be delivered in person or on behalf. As noted above, it is also expected that the researchers will present a paper on their project at a future NZACE annual conference. In addition it would be expected that funded researchers would submit an article or articles based on their research to an international cooperative education journal (e.g., Journal of Cooperative Education and Internships or Asia Pacific Journal of Cooperative Education). Such articles should record the contribution of funding from the NZACE Contestable Research Fund.

Applications

Applications are invited by October 31, 2008 using the attached form. Applications will be considered by a panel drawn nominated by the Council of NZACE and will exclude anyone involved in research associated with any application. Applicants will be advised of the outcome of their application by November 30, 2008. Applications should be sent as an attachment to Dr Chris Eames (c.eames@waikato.ac.nz) by the due date.

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*).

NZACE AWARD RECIPIENTS

Allister McLay Best Paper Award

2007   Dave Hodges and Diana Ayling
2008   Neil Haigh

Honorary Life Memberships

Chris Kirk (2007)
Chris Eames (2007)

**New Zealand Association
for Cooperative Education**