



NZACE

NEW ZEALAND ASSOCIATION
FOR CO-OPERATIVE
EDUCATION INC.

Promoting Work-Integrated Learning

ACETALK

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

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CHAIR'S REPORT

Dear all,

I just want to update NZACE members on the things that I mentioned last time and let you know our plans for 2009.

An update on the NZACE Teaching & Learning Research Initiative (TLRI) on 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 completed and has been sent to the Ministry. We have now received informal feedback from NZARE:

I have just spent some time reading (and enjoying) this team's final report, etc. This has emerged as a fine piece of research with value to all those who are engaged in making links between tertiary learning and workplace experience. As they point out so clearly these links can't be assumed to just "happen", but need to be programmed in for students to gain maximum benefit from these different sites of learning. Please pass on my congratulations to the team. I think the reports can go straight to the editor without the need for further clarification or work.

Kind regards

Marie Cameron

I am very grateful to all the team members who took time out of their busy schedules to work on the project. A paper about the preliminary findings has appeared in the proceedings for the WACE/ACEN conference held in Sydney October 2008, and several other papers have been presented at specialist conferences. A full paper from the project has been submitted to the Journal of cooperative education & Internships. The final thing we will do is publish papers for each of the three sectors, and we intend presenting the project as a multiple paper set at next years annual NZACE conference.

I mentioned previously we were working with Ako Aotearoa for NZACE to develop a web presence on Ako's web site. The intention was to showcase co-op/WIL in New Zealand and to help develop a connected community. This project also is near completion and I encourage all NZACE members to visit the site, or better still contribute their ideas and expertise to a blog or forum. A short guide to creating and contributing to blogs and or a forum is provided at the end of this issue of ACETalk.

I mentioned in the last ACETalk that Council had decided to relocate the 2009 annual conference from Nelson to Waiheke Island. Planning for this event is well underway and a preliminary program is provided at the end of this issue of ACETalk.

The Asia-Pacific Journal of Cooperative Education had a stellar year with 130 pages and interesting and varied work published in 2008 (see, http://www.apjce.org/volume_9/volume9.html). We still have a lot of articles in the pipeline so next year promised to be even better. Related to that, I also mentioned last time that it was been agreed with conference organizers of the WACE/ACEN conference that the 10th anniversary of the Asia-Pacific Journal of Cooperative Education will hopefully be marked by a special issue. This special issue will be coordinated by Assoc. Prof. David Jorgensen and David will soon be writing to selected authors inviting them to prepare a full paper for the special issue.

Finally, we had two applications for the contestable research fund. Neither of these was subsequently funded. The Council is now looking at future options for this fund and we will be discussing options later this year.

Richard K. Coll

Chairperson, NZACE

NZACE WAIHEKE CONFERENCE

The Annual NZACE Conference

Using Experience and Research to Inform the Practice of Work-integrated Learning

Waiheke Island Resort

23-24 April 2009

Keynote Speakers: **Dr Phil Gardner**, co-chief editor of Journal of Cooperative Education and Internships
 Prof Neil Ward, Head of Professional Training at the University of Surrey

SUBMIT ABSTRACTS NOW!!

Abstracts due **27th of February 2009**. Email all abstracts to r.coll@waikato.ac.nz.

REGISTER NOW!!

Early bird registration must be in by the 8th of April.

All registrations and payments to be sent to Katharine Hoskyn (katharine.hoskyn@aut.ac.nz), AUT Business, Private Bag 92006, Auckland, Phone 921-9999 ext 5349, Fax 921-9940 marked to Katharine's attention.

BOOK ACCOMMODATION NOW!!

Bookings to be made before 1st of March, 2009. Accommodation bookings can be made at the conference venue, Waiheke Island Resort. Booking form included in this edition of ACETalk.

SUBMITTING PAPERS FOR PROCEEDINGS

Full papers for proceedings due 27th of March, 2009. Email paper to r.coll@waikato.ac.nz. Paper instructions included in this edition of ACETalk

For general information about the conference, email jenny.fleming@aut.ac.nz

Annual Conference 2009 Registration Form

Thursday 23 April – Friday 24 April, 2009
Waiheke Island, near Auckland, New Zealand

Name of attendee:	
Email address:	
Institution:	
Postal address:	

What will you be attending? Please indicate in boxes on left

<input type="checkbox"/>	Two day conference
<input type="checkbox"/>	Dinner

Price for attendance – please strike out items not required:

NZ\$220 plus GST or NZ\$270 plus GST	Conference (Conference price includes two-day conference with all lunches, tea/coffee, finger food for breaks and ferry transfer) Members of NZACE or Non-members of NZACE
NZ\$ 78 plus GST	Thursday evening conference dinner
NZ\$ 20	Deduct \$20 for early bird registration prior to April 8th
	Add GST – 12.5%
	TOTAL – please add the selected prices or choose from one of the options below.

GST number: 100-934-094

<u>Members</u>	<u>Non-members</u>	
\$278 plus GST = \$312.75	\$328 plus GST = \$369	Conference, dinner and early bird discount
\$200 plus GST = \$225	\$250 plus GST = \$281.25	Conference and early bird discount (no dinner)
\$298 plus GST = \$335.25	\$270 plus GST = \$303.75	Conference and dinner (Full price)

All registrations and payments to:

Katharine Hoskyn katharine.hoskyn@aut.ac.nz

AUT Business, Private Bag 92006, Auckland. Phone 921-9999 ext 5349. Fax 921-9940 marked to Katharine's attention

Payment options:

- Payment by cheque made out to NZACE – sent to Katharine as above
- Payment by direct debit NZACE cheque account – bank account number 03-0109-0184173-00. Please put your name in reference column.

Membership fees for NZACE can be paid at the same time as conference fees. Existing members are being sent an invoice. New members - please contact Katharine Hoskyn or the NZACE website for details. www.nzace.ac.nz

Instructions for Preparation of Papers

Overview and Aims of Annual Conference

The conference has three general aims: to report on best practice & innovative features; to debate topical issues; and, to report research in, cooperative education in New Zealand. It also is intended the conference may help practitioners involved in work integrated learning and NZACE members enhance their research capability.

Format of Annual Conference

Reflecting these aims, the annual conference for Waiheke Island, 2009 will have streams of: best practice; topical issues; and, research,. Papers will be accepted for the program on the basis of a one page 'structured' abstract (see instructions below). Papers will be accepted for the published proceedings on the basis of a five page paper, subject to peer review (see instructions below).

Best Practice Stream

Presentations for the best practice stream must report on something new or innovative in cooperative education (e.g., the introduction of IT support for students on placement, or a novel way of preparing students for interviews). The paper should not just be a description of a current program; however, it will typically use a current program as an example, with a focus on the new or unique aspects of the program. It must involve use of relevant literature. There must be discussion of implications of the innovation/practice as to how it might inform practice of co-op generally. The proposed presentations will be reviewed on the basis of a structured abstract (see sample, and template). The abstract must follow the template provided, and be emailed to Richard K. Coll (email r.coll@waikato.ac.nz) by the **due date of 27 February 2009**.

Topical Issues Stream

Presentations for the topical issues stream must address an issue of current interest to a broad range of cooperative education practitioners (e.g., assessment issues in co-op, encouraging reflective practice in co-op students). It must involve use of relevant literature and have appeal to other practitioners, and there must be discussion of implications of the issue as to how it might inform practice of co-op generally. The proposed presentations will be reviewed on the basis of a structured abstract (see sample, and template). The abstract must follow the template provided, and be emailed to Richard K. Coll (email r.coll@waikato.ac.nz) by the **due date of 27 February 2009**.

Research Stream

Presentations for the research stream must report on original, unpublished research. The presentation can consist of preliminary findings, but there must be adequate description of the methodology, the basis or justification for the work, and a comprehensive review of the literature. The proposed presentation will be reviewed on the basis of a structured abstract (see sample, and template). The abstract must follow the template provided, and be emailed to Richard K. Coll (email r.coll@waikato.ac.nz) by the **due date of 27 February 2009**.

Presentation Format and Facilities

Data projectors connected to PCs or laptops will be provided for PowerPoint presentations, as will OHPs for transparencies. Presenters are asked to email documents to Richard Coll in advance (email r.coll@waikato.ac.nz). It may be possible to load documents to the PCs or laptops at the conference using CD or

portable USB data devices if presenters do so well in advance of their sessions. Presentations will be 20 minutes in duration, followed by 10 minutes for questions/discussion.

Conference Proceedings

Work presented at the conference does not have to appear in the conference proceedings. The structured abstracts will appear in the conference program, and be posted on the NZACE web site in advance of the conference (as they are processed).

All conference papers intended to be published in the proceedings - either best practice, topical issues, or research - must be submitted to Richard K. Coll (email r.coll@waikato.ac.nz). Papers must not exceed five pages or 1500 words, and will undergo blind, peer review. Authors may then produce a more substantial paper for publication in a journal. The template used for the full paper is that used for the abstracts; but more detail is required. All *papers* intended to be published in the proceedings must be received by the **due date of Fri 27 March 2009** in order to be included in the conference proceedings.

For Further information please contact: *Jenny Fleming, AUT University*, jenny.fleming@aut.ac.nz

Sample Structured Abstract

Topical Issues Stream

Title. The Tension Between Academic Marking and Practical Industry Evaluation: A Discussion of Current Practice

Author/s. David Skelton

Group/Institution. Information Technology, Eastern Institute of Technology.

Background. There have been many reports in the literature about the difficulties of assessment in cooperative education. Most often the problem lies in evaluation of student learning for the work placement component part of the program. In particular there is often tension between the 'academic' marking and practical industry evaluation.

Issue. The issue addressed in this paper is the potential for 'tension' between academic marking and practical industry evaluation. Is this tension real, does it matter, if it does exist what can or should we do about it?

Discussion. This paper presents a review of reported current practice of marking of work placements. In it the author attempts to identify aspects of best practice, based on an evaluation of reported current practice.

Conclusions. Analysis of current practice indicates a divide between industry and academic views. There appears to be a natural tension between the processes and priorities of the academic world and pragmatism and priorities of the corporate/industry environment.

Implications. The tension that exists between industry and academia with respect to evaluation of student performance in the workplace necessitates a more cooperative framework for workplace evaluation. Evaluation of student workplace performance should be a multipartite exercise.

Sample Structured Abstract

Best Practice Stream

Title. The Role of the Placement Coordinator: An Alternative Model

Author/s. Chris Eames, Richard K. Coll

Group/Institution. School of Science & Engineering, University of Waikato.

Background. There have been a number of models for the administration of co-op programs reported in the literature. Two types are presented. In one a centralized group independent of academic faculties coordinates all placements but placements are not credit-bearing or 'academic' in nature. In the second model, co-op is devolved to the faculty and administered at the departmental/faculty level.

Program. The Cooperative Education Unit at Waikato University operates a science and technology, and engineering co-op program for the BE and BSc(Technology) degrees. These are four year programs, with requirement of six and 12 months work placements respectively.

Unique Features. The administration of co-op at Waikato is unusual in that it involves joint appointments between science and engineering departments and a centralized cooperative education unit. All staff are qualified in a particular science or engineering discipline, and active teachers/researchers in these disciplines.

Discussion/Argument. We propose that this model of administration for co-op possesses several advantages: the fact that co-op placement coordinators are knowledgeable in the subject enhances their credibility with industry; subject specialists are able to strengthen research links with industry; placement coordinators that are also teachers get to know their students better, ensuring a better match of student with employer.

Implications/Issues. The model of co-op administration of co-op at Waikato has unique advantages and may be of application in other contexts. It is, however, a relatively expensive model that relies on EFTS-funding for placements.

Sample Structured Abstract

Research Stream

Title: Faculty Views on the Influence of Work Placements on Students' Ability to do Graduate Studies

Authors: Karsten Zegwaard, Sue McCurdy, Levinia Paku

Group/Institution. University of Waikato

Background: Much research has been carried out on the benefits of co-op for students, employers, and, to some extent, educational institutes. Research of views by faculty who only have peripheral involvement with co-op is limited.

Context: Research presented is part of a larger, partly completed, research project at the University of Waikato. With research still ongoing, preliminary results will be presented.

Aim/s: To establish what views faculty members have of co-op, the potential of co-op graduates, and their capability of doing graduate research (e.g., masters, PhD).

Method/s: Data were collecting using a survey instrument containing items rated using a 5 point Likert scale. Survey data were thematically analysed and descriptive statistical analyses carried to determine mean responses and degree of variability.

Results: Faculty has mixed views of co-op graduates' potential and capability of doing graduate research. Most respondents indicated they thought placements taught both hard and soft skills, and 84% thought students learnt skills on placement not taught at university (remainder were neither/nor). Some respondents clearly thought the potential of co-op graduates to complete graduate studies was increased by having completed work placements (e.g., increased skills in report writing and research ability). However, despite such positive overall views, some respondents thought work placements did not increase students' ability to do graduate studies, and indicated that they thought co-op graduates were limited to technical support positions, which do not require graduate qualifications.

Conclusions/Implications: Faculty views may have an important influence on faculty selection of students for graduate studies. It also gives an indication of level of acceptance of co-op within the faculty. Further research will be required, in order to gain a better understanding of some of the reasoning behind these faculty views, and perhaps propose possible solutions for areas of concern.

AKO AOTEAROA – COOPERATIVE EDUCATION WEBSITE

Blogging about Co-op: Developing a Closer Co-op Community

Ever thought:

- Am I the only one who finds this issue thought provoking?
- I wonder how others deal with this problem?
- As someone done this before and found an easier way?
- What policy's do other NZ educations providers have to deal with this issue?

Then the Cooperative Education community is the place for you.

Ako Aotearoa: The National Centre for Tertiary Excellence, has recognized that cooperative education / Work Integrated Learning is an important part of high quality tertiary education. As you know coop gives students and education providers many benefits and produces graduates who are well equipped for the needs of NZ industry. The purpose of the online community is primarily two fold. Firstly it is a place for you to interact with your colleagues and secondly it is a way of profiling how great coop is to other Tertiary's.

There are a number of ways to interact on line. You can read the blog with posts news, national and international. Your comments help direct the direction of the blog. Also you can post your own blog posts to highlight what your organization is doing.

The online form is for placing your questions or statements on, and then engaging in discussion around these questions. And there is also resource pages to upload any resources that you think are useful. We look forward to your interactions on line, and to helping cooperative education become more widely disseminated.

We appreciate that some of you will have yet made the transition to online communities. Once you have transitioned you will find it very interesting and helpful. To help you with this transition feel free to contact:

Richard Coll regarding any policy questions r.coll@waikato.ac.nz 07 838 4100

Technical/IT help/community questions, contact David Whyte who is the Cooperative Education online community facilitator at david@zestos.co.nz, 027 558 4448

Direct link to cooperative education community

<http://akoatearora.ac.nz/communities/cooperative-education-work-integrated-learning>

Getting Started!

What is a Blog? A blog is like an online diary or a personalized newspaper. Commonly blogs are used to provide information with a personal slant on event that the write, and hopefully reader, find interesting. The Coop/Ako blog at this stage focuses on coop in the news. Hopefully you find this interesting. The Ako site is designed so that if you don't find it interesting you can add items/articles/writing that you, and others would find interesting.

Blog can be found here: <http://akoatearora.ac.nz/communities/cooperative-education-work-integrated-learning/blog>

Forum can be found here: <http://akoatearora.ac.nz/forum/4961>

Creating an account.

If you want to contribute, which we strongly encourage you to, you need to do is to create an account, this is simple and straight forward, entering this web address in your browser:

<http://akoatearora.ac.nz/user/register>

Or clicking on the "Create a new account" in the top left.

Help.

David would be pleased to help you if you have any technical problems. He would recommend that you first try the "Help" button on the top left. Any feedback about how helpful this "help" is would be appreciated.

RESEARCH RESOURCES

Getting Published: A Bibliography of Helpful Resources

Books

- Becker, H. (1986). *Writing for social scientists: how to start and finish your thesis, book or article*. Chicago: University of Chicago Press.
- Davidson, C. and Lunt, N. (2000). *The art of getting published: a guide for academics*. Palmerston North, NZ: Dunmore Press.
- Epstein, D., Kenway, J. and Boden, R. (2005). *Writing for publication*. London: Sage.
- Germano, W. (2005). *From dissertation to book*. Chicago: University of Chicago Press.
- Harman, E. (ed.) (2003). *The thesis and the book: a guide for first-time academic authors*. Toronto, Buffalo: University of Toronto.
- Henson, K. (2005). *Writing for publication: road to academic advancement*. Boston: Pearson/Allyn and Bacon.
- Huff, A. (1999). *Writing for scholarly publication*. Thousand Oaks: Sage Publications.
- Johnston, M. (2004). *Effective writing for health professionals: a practical guide to getting published*. New York: Routledge.
- Kitchin, R. and Fuller, D. (2005). *The academics guide to publishing*. London: Sage.
- Luey, B. (2002). *Handbook for academic authors*. Cambridge, UK: Cambridge University Press.
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- Silvia, P. (2007). *How to write a lot: a practical guide to productive academic writing*. Washington, DC: American Psychological Association.
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- Webber, B., Wagemaker, P. and Kane, R. (2006). *Getting published: principles, processes and pitfalls – a guide for researchers*. Wellington, N.Z.: NZCER Press.
- Wellington, J. (2003). *Getting published: a guide for lecturers and researchers*. London: Routledge.

Articles

Note: Some of these articles are written from the perspective of a particular discipline or field of scholarship. Others offer advice that is relevant for all academics.

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Chance, D. M. (2001). Tips for Publishing in Finance Academic Journals. Retrieved from www.bus.lsu.edu/academics/finance/faculty/dchance/Research/PublishingTips.pdf

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Smith, M C. (2004, April). [Advice for new faculty members: Getting your writing program started](#). Discussion presented as part of Division C New Faculty Mentoring session at the annual meeting of the American Educational Research Association, San Diego. Retrieved February 2, 2007, from <http://www.cedu.niu.edu/~smith/Conferences/2004/Writingmentor.doc>

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Compiled by Neil Haigh, Centre for Educational and Professional Development, AUT University,

Postgraduate Research: An Annotated Bibliography

In this listing:

- General WWW Sites on **POSTGRADUATE RESEARCH**
- WWW Sites on Preparing a **RESEARCH PROPOSAL**
- WWW Sites on Undertaking and Writing a Research **LITERATURE REVIEW**
- WWW Sites on Academic **WRITING**
- WWW Sites on **RESEARCH ETHICS**
- WWW Sites on **ACADEMIC REFERENCING**
- Text and WWW sites on **CRITICAL READING** and **CRITICAL THINKING**

Name	Link	Source	Description
POSTGRADUATE RESEARCH			
<i>PhD: First thoughts to finished writing</i>	http://www.tedi.uq.edu.au/phdwriting/	Teaching and Educational Development Unit, University of Queensland	The site includes frequently asked questions, a review about the major stages in the process of doing a PhD and information sections that provide information about a range of issues and topics. This site is relevant to Masters and MPhil students.
<i>The Postgrad Toolbox</i>	http://www.usq.edu.au/library/help/postgrad/default.htm	Library Reference Staff, University of South Queensland.	While the site has an emphasis on the information gathering and handling aspect of research, it covers a wide range of aspects of the research process drawing on USQ resources and links to other sites. Main sections are research design, literature reviews, finding information, retrieving information, keeping current, nuts and bolts and the end.
<i>How to succeed in postgraduate study</i>	http://aerg.canberra.edu.au/jardins/t.htm	Marie des Jardins, Institute for Applied Ecology, University of Canberra, Australia	A paper for postgraduate students and supervisors on achieving success throughout the research process.
<i>Postgraduate student resources</i>	http://aerg.canberra.edu.au/edureso.htm	Institute for Applied Ecology, University of Canberra, Australia	Extensive resources on aspects of postgraduate study (e.g. writing, analysis, grants, presentations, ethics).
<i>Research Training Initiative</i>	http://www.biad.uce.ac.uk/research/rti/index.html	The Research Training Initiative, UCE (University of Central England) Birmingham, UK	The research process, structure and cases of completed postgraduate research degree studies in Art, Design and Media
<i>Just for Postgrads</i>	http://www.grad.ac.uk/cms/ShowPage/Home_page/Resources/Just_for_Postgrads/p1edceLii	Centre for Excellence, UK GRAD Programme, Cambridge, UK	Research management advice and resources
RESEARCH PROPOSAL			
<i>Writing your research proposal: A workbook for first time and inexperienced researchers in the social sciences and humanities</i>	http://www.nrf.ac.za/methods/proposals.htm and http://www.nrf.ac.za/yenza/resea	National Research Foundation, South Africa	Guidance on defining research topics and writing research proposals in the social sciences.

	rch/proposal.htm		
<i>A brief guide to writing a research proposal</i>	http://www.education.uts.edu.au/research/degrees/guide.html	University of Technology Sydney.	The guide also includes a link to Secrets of Successful Research Proposals. (http://www.uts.edu.au/research/funding/secretsofsuccess30Jul03.htm)
<i>The elements of a proposal</i>	http://www.emory.edu/EDUCATION/mfp/proposal.html	Pajares, F , Emory University.	A comprehensive resource that systematically reviews the main sections of a proposal and also offers some helpful 'Strategies to improve writing style'.
<i>Dissertation proposal workshop: Conceptualizing, writing and revising a social science research proposal</i>	http://globetrotter.berkeley.edu/DissPropWorkshop/sitedescription.html	Institute of International Studies, University of California, Berkeley	General guidelines, practical advice, examples and resources on writing proposals for dissertations in social science.
<i>The proposal in qualitative research.</i>	http://www.nova.edu/ssss/ORQR3-1/heath.html	Heath, A.W. (1997). The Qualitative Report, 3, 1.	
<i>Beginners guide to the research proposal</i>	http://www.ucalgary.ca/md/CAH/research/res_prop.htm	Bob Hilsden, Centre for the Advancement of Health, University of Calgary.	The guide covers main sections of a proposal (title, literature review, research questions, methods, design, subjects, instruments, methods, analysis, sample size, ethics, budget, work plan) and also identified common pitfalls.
<i>How to write a thesis proposal.</i>	http://www.ldeo.columbia.edu/~martins/sen_res/how_to_thesis_proposal.html	Martin Stute, Dept of Environmental Sciences, Barnard College, New York.	A five page resource prepared for students undertaking projects in Environmental Sciences. Sections include Framework, Structure of a thesis proposal, Order in which to write the proposal, Tips and Resources.
<i>Writing the Proposal</i>	http://www.unisanet.unisa.edu.au/learn/ResearchEducation/?PATH=/Resources/research-Education/research+education/&default=Online+resources/Support+materials/Research+proposal.htm	University of South Australia Research Education in Learning connection.	
<i>The doctoral dissertation proposal</i>	http://www.usc.edu/schools/sppd/private/documents/doctoral/resources/dissertationproposal.pdf	Catherine Clarke, University of Southern California	A 10 page resource covering Purpose, Research proposal guidelines. Review process, The structure of the proposal, The cornerstones of the proposal, Do not forget to include, Questions, Further information and exemplars. The latter include 6 PhD proposals from several Faculties.
<i>Writing and presenting your thesis or dissertation. Guide for writing a funding proposal. How to write a thesis statement.</i>	http://www.learnerassociates.net/dissthes/#15a http://www.learnerassociates.net/dissthes/ http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml	Writing Tutorial Services, Indiana University	These comprehensive guides have been produced by S, Joseph Levine (Michigan State University). Also links to other useful resources.
<i>Research proposals</i>	http://www.slc.auckland.ac.nz/resources/for_postgraduates/research_proposals.php	The Learning Centre, University of Auckland	
LITERATURE REVIEW			
<i>Writing a Literature Review</i>	http://www.canberra.edu.au/studyskills/writing/litreview.html	Academic Skills On-Line, University of Canberra	
<i>Writing a Literature</i>	http://www.vuw.ac.nz/postgradlif	Student Learning Support Service,	

Review	e/pages/pages_current_pg/how_to.html	Victoria University	
<i>Getting Started on Your Literature Review: A General Guide for Postgraduate Research Students</i>	http://www.lc.unsw.edu.au/onlib/litrev.html	The Learning Centre, The University of New South Wales	
Literature reviews	http://www.slc.auckland.ac.nz/resources/for_postgraduates/literature_reviews.php	The Learning Centre, University of Auckland	
ACADEMIC WRITING			
<i>A structured approach to presenting theses: Notes for students and their supervisors</i>	http://www.scu.edu.au/schools/gcm/ar/art/cperry.html	Chad Perry	
<i>Notes on writing papers and theses</i>	http://aerg.canberra.edu.au/eduler/tz.htm	Ken Lertzman, School of Resource and Environmental Management, Simon Fraser University, British Columbia, Canada	Resources for postgrad students and supervisors on aspects of the entire research process
<i>The research thesis: what examiners look for</i>	http://aerg.canberra.edu.au/eduth/es4.htm	Arthur Georges, Institute for Applied Ecology, University of Canberra, Australia. Reproduced from Bulletin of American Ecological Society, June 1995	
<i>“It’s a PhD, not a Nobel prize”: how experienced examiners assess research theses’</i>	http://www.uow.edu.au/content/groups/public/@web/@raid/documents/doc/uow016364.pdf	Mullins, G. (Adelaide University) and Kiley, M. (University of Canberra), Australia	<i>Studies in Higher Education</i> , 27 (4) 2002
<i>“self access page” (Academic writing)</i>	http://www.ceu.hu/writing/sfaccs.html	Center for Academic Writing, Central European University, Hungary	Comprehensive guidelines on writing research papers, literature reviews, abstracts, referencing, grammar, note taking.
<i>Abstracts</i>	http://www.rpi.edu/web/writingcenter/abstracts.html	The Writing Center, Rensselaer Polytechnic Institute, New York	What an abstract is, its purpose, and what it contains.
<i>How to write a PhD Thesis</i>	http://www.phys.unsw.edu.au/~jw/thesis.html	Joe Wolf, School of Physics, University of New South Wales, Sydney	
<i>PhD: First thoughts to finished writing</i>	http://www.tedi.uq.edu.au/phdwriting/	Teaching and Educational Development Unit, The University of Queensland.	
<i>Thesis submission and graduation</i>	http://www.uow.edu.au/research/rsc/student/thesis/index.html	Research and Innovation Division, University of Wollongong.	Step by step guide to thesis preparation and submission

Writing and presenting your thesis or dissertation	http://www.learnerassociates.net/dissthes/	A. Joseph Levine, Michigan State University	
RESEARCH ETHICS			
Tri-Council policy statement: Ethical conduct for research involving humans	http://www.ncehr-cnerh.org/english/code_2/index.htm	Canadian Councils of Medical, Social Sciences, Natural Sciences, Engineering and Humanities Research.	An ethics framework: guidelines, principles, review procedures and law.
Online tutorial in research ethics	http://ethique.msss.gouv.qc.ca/didacticiel/index.php	Ministry of Health and Social Services, Government of Quebec	The on-line tutorial deals with national and international issues in the regulation of ethical research, particularly those that pertain to Québec.
Educational materials about clinical trials	http://www.cancer.gov/clinicaltrials/learning/page3	National Cancer Institute, USA	Online course on "human participant protections education" for research teams.
Research ethics training curriculum	http://www.fhi.org/training/en/Retc/intro.htm	Family Health International, USA	Online course on research ethics
Education on the protection of human research participants	http://www.indiana.edu/~rcr/index.php	Indiana University, USA	FAQ's, tutorials, tests and surveys for researchers using human participants
Informed consent	http://www.research.umn.edu/consent/	University of Minnesota, USA	Online tutorials on informed consent for research studies in health and biological sciences, and social and behavioural sciences.
"The ten most important things to know about research ethics."	Journal article in pdf format http://poynter.indiana.edu/see-kdp1.pdf Science and Engineering Ethics (2002) 8, 191-205.	Kenneth D. Pimple, Poynter Centre for the study of ethics and American institutions, Indiana University, USA.	Six domains of Research Ethics. A heuristic framework for the responsible conduct of research.
Resources in ethics	http://poynter.indiana.edu/links.shtml	Poynter Centre for the study of ethics and American Institutions, Indiana University, Bloomington USA	Links to resource centres on ethics from the USA and UK
OnlineEthics.org	http://onlineethics.org/ http://onlineethics.org/reseth/index.html	Case Western Reserve University, USA	Online ethics centre for engineering and science, <i>home page</i> . <i>Responsible research</i> : essays, scenarios, cases, educational resources, problems in research ethics and reference materials.
Academic integrity in teaching and learning	http://integrity.unc.edu/resources.html	University of North Carolina, Chapel Hill, USA	A comprehensive set of resources on plagiarism, academic misconduct, and research ethics across a wide range of subject areas (e.g. business, journalism, health, education).
Research ethics modules	http://www7.acs.ncsu.edu/Grad/ethics/modules/index.htm	The Graduate School, North Carolina (NC) State University, USA	Ten comprehensive self-study modules on research ethics
REFERENCING			
Referen@ite	http://www.cite.auckland.ac.nz/index.php	Student Learning Centre, University of Auckland	Academic referencing resource.
Quick@ite	http://www.cite.auckland.ac.nz/quick.php		Quick@ite provides direct access to referencing formats and examples.

Resources on Critical Thinking and Reading for Postgraduate Student

A. Texts

Cottrell, S. (2005). *Critical thinking skills: Development of effective analysis and argument*. New York: Palgrave Macmillan Ltd. (AUT Library)

Metcalf, M. (2006). *Reading critically at university*. London: Sage Publications.

Meltzoff, J. (1997) *Critical thinking about research: psychology and related fields*. American Psychological Association.

Wallace, M. and Poulson, L. (2003)(eds.) *Learning to read critically in educational leadership and practice*. London: Sage Publications.

Wallace, M. and Wray, A. (2006). *Critical reading and writing for postgraduates*. London: Thousand Oaks, CA: Sage Publications.

Yudkin, B. (2006) *Critical reading: Making sense of papers in life sciences and medicine*. New York, NY: Routledge. (AUT Library).

Bassham, G., Irwin, W., Nardone, H. and Wallace, J. *Critical thinking: A student's introduction*. Boston: McGraw-Hill Humanities (3rd edition)

B. Internet-Sourced Resources

General: Critical Thinking and Critical Reading

Kurland, D. *How language really works: the fundamentals of critical reading and effective writing*. An on-line tutorial that "show you how to recognize what a text says, what a text does, and what a text means by analyzing choices of content, language and structure. Principles and steps associated with critical reading are covered.
<http://www.criticalreading.com/index.html>

Snyder, D. Delta College. *Reading critically*. Includes a helpful series of questions designed to help you think critically about what you have read. The questions focus on personal reactions, examining your source, examining logic and examining terminology.
<http://www.delta.edu/drsnyder/ReadingCritically.htm>

Student Learning Centre, Massey University. *Critical Thinking*. This resource includes sections on constructing an argument, identifying logical fallacies and critical reading. A series of questions are provided for examining the strengths and limitations of aspects of academic literature, in particular the reading's argument. The questions concern the reading's background, purpose and overall conclusion; the evidence used; logical connections between the claim and the evidence; balance; limitations; and how the reading relates to other sources and research.
http://owl.massey.ac.nz/sd_critical_thinking.html

Unilearning, *Critical Reading Checklist*. A standard checklist of questions to guide critical academic reading..
<http://unilearning.uow.edu.au/reading/2b.html>

University of Canberra: Academic Skills Program. *Critical Thinking*. An introductory resource that provides brief information and guidance on - what do we mean by critical thinking? how does critical thinking differ between disciplines? how does critical thinking apply to academic reading?, how does critical thinking apply to academic writing?, how can I add quality to my writing, critical thinking as a generic skill for life.
<http://www.canberra.edu.au/studyskills/learning/critical>

York University: Counseling and Development Centre. *Critical Thinking*. An introductory resources that includes sections on Thinking as Asking; But What are the Questions; Summary and Definition Questions; Analysis, Hypothesis and Evaluations Questions; Example Application of Question Frame. The resource includes a very helpful framework of questions and provides an example of their application to the reading of some academic text.

<http://www.yorku.ca/cdc/lsp/readingonline/read4.htm>

Critical Reading of Research Literature – Articles, Guides, Checklists

These resources vary considerably with respect to level of detail, use of examples and whether they are generic in applicability or discipline specific. As there are numerous examples of generic checklists which are similar, not all have been included. Many of these checklists appear to assume that students have prior knowledge that will allow them to respond readily to such questions as *Are the methods appropriate to the study?* As these are often introductory guides, that assumption may not be well-founded.

Centre for Health Evidence. *Users' Guides to Evidence-Based Practice*. This organization focuses on the development of educational tools and enabling people to find, recognize, and use the best information available for supporting evidence-based decision-making in clinical practice settings. Its services include a comprehensive set of user guides that were originally published in the Journal of the American Medical Association. The guides provide frameworks for assessing articles that deal with a range of aspects of health care practice (e.g. screening, variations in the outcomes of health services, clinical prediction rules, clinical manifestations of disease). Recommended.

<http://www.cche.net/usersguides/main.asp>

Furlong. *How to critically read a scientific paper*. General strategies and specific steps are provided. 2 pages. (Biocomputing).

<http://a-s.clayton.edu/cauthen/BIOL3200/Admin/How%20to%20Read%20a%20Scientific%20Paper.doc>.

General Practice and Primary Care, University of Glasgow. *Evidence-based practice: Checklists*. These checklists, which have been adapted from a number of sources, are designed to help readers ask appropriate questions of different research designs in the health field. The checklists cover articles on treatment or prevention, qualitative research, decision analysis, an educational intervention, prognosis, harm or causation, guidelines, diagnosis or screening, systematic review and economic evaluations.

http://www.gla.ac.uk/departments/generalpractice/ca_check.htm

Grennhalg, T. *How to read a paper*. A series of articles published in the British Medical Journal. 315.

While written primarily for (non-expert) medical practitioners, all of the articles provide information and examples that are presented very clearly and effectively, and are likely to be very helpful for students from many disciplines.

How to read a paper: getting your bearings (deciding what the paper is about). 243 - 246

How to read a paper: Assessing the methodological quality of published papers, 305 - 308

How to read a paper: statistics for the non-statistician. I: Different types of data need different statistical tests. 364 - 366

How to read a paper: statistics for the non-statistician. II: "Significant" relations and their pitfalls. 422-425

How to read a paper: Papers that report drug trials. 480-483

How to read a paper: papers that report diagnosis or screening tests. 540 - 543

How to read a paper: papers that tell you what things cost (economic analyses). 596 - 599

How to read a paper: papers that summarize other papers (systematic reviews and meta-analyses). 672 - 675

How to read a paper: papers that go beyond numbers (qualitative research). 740 - 743

These articles can be extracted (free) from the British Medical Journal site at. <http://www.bmj.com/> Use the search facility.

Alternatively, they are available at

http://www.mtholyoke.edu/courses/mdyar/ast330/bio_how_to_read.htm

Griswold, W. *How to read an engineering research paper*. A brief guide that reviews the structure of a typical paper and identifies eight "questions that you want to have answered by reading a paper". Accompanied by a note taking form.

Two pages.

<http://www.cs.ucsd.edu/~wgg/CSE210/howtoread.html>

Jordan, C and Zanna, M. *How to read a journal article in social psychology*. A comprehensive article that would be of value to all students in the social sciences. Detailed guidance on how to read the content of particular sections of reports is provided.

<http://arts.uwaterloo.ca/~sspencer/psych253/readart.html>

Kelley, Lycoming College. *Dissecting a journal article: guidelines for reading empirical articles*. A brief, but helpful, resource. 2 pages.

<http://srv2.lycoming.edu/~kelley/dissect.htm>

Little, J and Parker, R. *How to read a scientific paper*. (Science, with some Biochemsirty examples). This comprehensive article addresses four questions : How are papers organized?; How do I prepare to read a paper, particularly in an area not so familiar to me?; What difficulties can I expect?; How do I understand and evaluate the content of the paper?

<http://www.biochem.arizona.edu/classes/bioc568/papers.htm#questions>

Madole, K. *Psychology 424: On reading journal articles and writing a summary and critical analysis*. A useful resource developed for students participating in a postgraduate class in psychology. Includes a sample descriptive summary of a research article. 6 pages.

<http://edtech.tph.wku.edu/~kmadole/psy424/sp2006/paper.html>

Milikan, B. *How to read a scientific article*. ((Health). Provides a very good example of the author's own critique of an article on a correlational study. 4 pages.

<http://cbcs.med.unc.edu/howto.htm>

Pallen, M. *How to read a scientific paper*. While a Power point file, this resource includes many clear and helpful suggestions.

http://www.infection.bham.ac.uk/Teaching/Bioinformatics_BSc/reading_a_paper.ppt

Pelesko, J. *How to read a scientific paper – Some tips for the mathematician*. The author outlines a “reading recipe” intended to assist readers to comprehend and critique mathematics papers. Differentiates several categories of paper. 4 pages

http://capillaryteam.pbwiki.com/f/How_to_Read.pdf

Pence, H.E. *Reading a scientific paper: Reading primary chemistry sources*. Offers an eight-step approach. More emphasis on comprehension, rather than critique, of papers. The author's site, which is called The Alchemist's Lair, includes some other useful resources for students and staff. 1 page

<http://employees.oneonta.edu/pencehe/398scipaper.html>

Public Health Resources Unit, Oxford. *Critical Appraisal Skills Programme*. Designed to help users “find, interpret and act on all types of health care evidence”, the resource provides assessment tools that will assist readers to critically appraise six types of research: systematic reviews, randomized controlled trials, qualitative research, economic evaluation studies, cohort studies, case control studies and diagnostic test studies. Each tool consist of 10 key questions with more details prompts for the features that should be taken into account when making an appraisal. While developed for health practitioners and researchers, most of these tools are likely to be helpful for people working in other fields.

<http://www.phru.nhs.uk/Pages/PHD/resources.htm>

Purdue University – Physics Library. *How to read a scientific paper*. A well-conceived, animated and “quick” on-line tutorial. Main sections cover Why?, How? And Anatomy

<http://www.lib.purdue.edu/phys/inst/scipaper.html>

Ramey, D. (1999). *Back to Basics Notes: How to read a scientific paper*. Proceedings of the Annual Convention of the American Association of Equine Practitioners, 280 – 284.

While this paper is written for veterinarians, the information and advice will be relevant to anyone reading bio-medical literature.

<http://www.ivis.org/proceedings/aaep/1999/280.pdf>.

School of Health Professionals: Academic Services, Millbrook House, University of Plymouth. *Critically reviewing the literature*. Provides a set of criteria for evaluating the main sections of research articles. The resource also gives links to checklist that can be used to assess particular types of research in the health field (e.g. causation of harm. Cohort studies, economic evaluations, randomized control trials). Some links are not active.

<http://www2.plymouth.ac.uk/millbrook/rsources/sealit/critical.htm>

Simon, S. *How to read a medical journal article*. The author provides access to a very comprehensive set of resources that he has developed on general criteria for evaluating articles. Particular attention is given to the selection and interpretation of statistics and an extensive set of more detailed references and resources (which include examples from articles) are provided. While the latter are from medical literature they will be of value to all students engaged in quantitative studies.

<http://www.childrens-mercy.org/stats/journal.asp>

Stent, A. *How to read a computer science research paper*. The resource covers - Where are CS research papers found? What are the different types of CS research papers? How can I tell whether a research paper is good before I read it? How should I read a research paper? How can I remember the papers I have read? Three pages.

<http://.cs.sunysb.edu~stent/howtoreadcpaper.pdf>

Student Learning Centre, Flinders University. *Reading scientific literature*. Main categories of scientific literature are identified, students' common reading concerns are noted and a series of strategies are offered to help readers get the most from the time and effort they spend on reading.

http://www.flinders.edu.au/SLC/Brochures/readg_sci_lit.pdf

Teaching and Learning Centre, Murdoch University, *Reading a scientific paper*. Presents 11 steps with associated questions. 3 pages.

http://www.tlc.murdoch.edu.au/slearn/resource/pdf/scientific_paper.pdf

University of Southern California. *Guide to reading research articles*.

This resource provides questions to ask in relation to quantitative and qualitative research. Key questions include: Does the purpose of the study relate to an important problem? Was the question studied in a credible and rigorous manner? Do the findings and conclusions relate the data to the purpose? Are the findings of this study applicable to my practice? 2 pages

<http://www.usc.edu/hsc/ebnet/res/Guide%20to%20Reading%20Research.pdf>

Compiled by Dr Neil Haigh and Dr Claire Donald, Centre for Educational and Professional Development, AUT University, 2008.

ABSTRACTS FROM APJCE 2008

The sponsoring by industry of universities of cooperative education: a case study in Germany

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The current situation in the education sector requires academic institutions to be more flexible in terms of their approach to academic funding as well as in ensuring the appropriate return for businesses that are willing to sponsor their academic activities. The German model discussed in this article shows how a university of cooperative education in Germany was able to obtain assistance from a large business for a collaborative learning approach between academia and business. Sponsorship by businesses and foundations can provide imaginative solutions to the funding of higher education, all the more vital at a time when new technology has brought revolutionary changes in private and work life. Not only can business provide the necessary funding, but it can also facilitate a more effective and pragmatic approach to education. This article describes the various elements of sponsorship and how a university of cooperative education in Germany has started to explore ways to overcome the exclusive research focus by sponsoring companies and to start experimenting with new concepts in order to participate in private support from the business sector. Those new collaborations could be, for example, in the area of knowledge transfer and providing various ways of cooperation; that is, part-time lectures or student-consultancy assignments, where students try to solve a specific business issue. (*Asia-Pacific Journal of Cooperative Education*, 2008, 9(1), 1-13).

Economics and business faculty development in a transition economy: the case of Vietnam

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The economic and social transformation of Vietnam over the past two decades has impacted dramatically on the country's educational requirements and systems. This has fostered both a need for skilled faculty and a call for changes in teaching methodology. The purpose of this paper is to report on the state of faculty development in a number of economics and business programs in Vietnam based on the experiences of non-Vietnamese and Vietnamese faculty members who have taught in Vietnam over the past decade and a half. The information is drawn both first-hand, based on the author's participation in a number of projects, and well as from in-depth discussions with faculty, administrators and students. The results suggest that a) institutions should consider implementing work integrated learning that combines classroom teaching with internships, study abroad and co-operative education; and b) faculty

development should not only emphasize transferring knowledge, but there is a need to implement a sea change in traditional teaching and learning methodologies (Asia-Pacific Journal of Cooperative Education, 9(1), 15-23).

The role of technical and vocational education in the national development of Bangladesh

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Education is a basic human right and considered by many as a key tool for national development. However, this tenet has been challenged by several economists, especially Pritchett (1996). His empirical analysis suggests that many countries, whilst having a large educated population, remain unable to make significant progress. It is also claimed that third world development is sluggish. These findings generate the question: while education increases globally, what exactly is it that hinders a country's progression? There are no short answers, but a major area of concern is the type and quality of education available. Scholars argue that countries need a well-diversified education system in order to gain sustainable development through education. This paper explores the situation for Bangladesh for its development by providing technical and vocational education (Asia-Pacific Journal of Cooperative Education, 9(1), 25-44).

***Whāia te iti Kahurangi* - in pursuit of excellence**

Student efficacies, agency and achievement in early years tertiary education: an applied technology perspective

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A mixed-methods approach was used to assess self-efficacy, agency, and perceptions of success of cohorts of students enrolled in applied technology programs. Aligned to the Ministry's Statement of Intent 2004-2009 (Ministry of Education, 2004) "*Whāia te mātāuranga hei oranga mā koutou* Seek after learning for the sake of your well-being" (p. 6), the present research project aimed to identify factors which facilitated use of learning strategies and achievement of first year tertiary students. The findings reveal the critical role of peers, teachers, and family support in student achievement and success in a bicultural and multi-cultural teaching-learning context. Asia-Pacific Journal of Cooperative Education 9(1), 45-58.

Constraints to the effective implementation of vocational education program in private secondary schools in Port Harcourt local government area

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The main purpose of this study was to identify the constraints to the effective implementation of vocational education program in private secondary schools in Port Harcourt Local Government Area of Rivers State. The research work was limited to four randomly selected private secondary schools and addressed the following research questions: What students' factors affect the non-implementations of vocational education program in Nigerian private secondary schools?; What facilities factors affect the non-implementations of vocational education program in Nigerian private secondary schools?; What teachers' factors affect the non-implementations of vocational education program in Nigerian private secondary schools?; and, what government /parental factors affect the non-implementations of vocational education program in Nigerian private secondary schools? The main instrument for data collection was a questionnaire administered to about 20% of the target population of teachers (N=24) and students (N=72) in the Rivers State area. Data were analyzed using descriptive statistics including the sample mean and grand population mean. The findings reveal a dearth of professional and qualified teachers for the teaching of vocational/technical subjects; inadequate infrastructure and equipment in schools; insufficient instructional materials and books in schools; and that schools are generally poorly financed. Two key recommendations are that adequate infrastructure should be provided in schools so that they are properly equipped for functional teaching and learning, and that an 'enlightenment' campaign should be carried out in the society to emphasize the importance of technical and vocational education. Asia-Pacific Journal of Cooperative Education, 2008, 9(2), 59-71.

Expanding the realm of best practices in cooperative industry-based learning in information systems and information technology: an inter-institutional investigation in Australian higher education

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Institute of Teaching and Learning, Deakin University, Australia

DI CHALLIS

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The professional fields of information systems and information technology are drivers and enablers of the global economy. Moreover, their theoretical scope and practices are global in focus. University graduates need to develop a range of leadership, conceptual and technical capacities to work effectively in, and contribute to, the shaping of companies, business models and systems which operate in globalised settings. This paper reports a study of the operation of industry-based learning (IBL) at three Australian universities, which employ different models and approaches, as part of a series of investigations of the needs, circumstances and perspectives of various stakeholders (program coordinator, faculty teaching staff, the students, industry mentors, and the professional body). The focus of this paper is a discussion of salient pragmatic considerations in an attempt to conceptualize what constitutes best practice in offering industry-based learning for higher education students in the disciplines of information systems and information technology (Asia-Pacific Journal of Cooperative Education, 9(2), 73-80).

New Zealand entrepreneurs' views of business success: curriculum implications

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This report is on part of a research project that asked: *How can tertiary education nurture entrepreneurial creativity?* Fourteen New Zealand entrepreneurs or associates were asked: *Why are you a successful entrepreneur?* Their responses establish that business networking is critical for securing advice on specific matters as and when needs arise, and effective communication with teams and customers is essential. High value was placed on personal attributes. One set was variously described as resilience, persistence, toughness and tenacity. Another focused on the need for being enthusiastic and fresh about a dream or cause, and on the importance of simplicity of focus. It is concluded that entrepreneurs love the thrill of the 'roller coaster ride', and that the classroom can be too safe a place for their learning. It is proposed that work-integrated learning through an apprenticeship or internship offers an opportunity for being in a space that ignites entrepreneurial passion and nurtures resourcefulness. Asia-Pacific Journal of Cooperative Education, 2008, 9(2), 81-90.

Addressing the weak link: enhancing support for the sponsors of student placements in cooperative education

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This paper reports the findings of a research project designed to enhance the relationship of a tertiary education provider with the work-based supervisors of student placements in a cooperative education program. The first phase of the research project surveyed these supervisors regarding their experiences and perceptions of the co-op program. Whilst the responses were generally positive, most work-based supervisors felt that the university could improve its support and communication. When asked how their co-op experience could be improved, most work-based supervisors agreed that an orientation regarding the purpose and content of the cooperative education process would strengthen their contribution to the program. Subsequently, to better inform the content and style of delivery of a training package as well as exploring in greater depth the perceptions and requirements of participation in the co-op program, interviews were conducted. Thus work-based supervisors had the opportunity to contribute to the development of more effective and substantial links with the university and have input into the design of the orientation package. The findings suggested that links with the University were perceived as tenuous, and the organizational aspects of the program were somewhat "loose". The role of the supervisor required further explication and the match of student and placement more careful consideration. This paper reviews the relevant literature, presents the findings of the project and outlines how the research enhanced the development of strong and mutually supportive relationships with the work-based supervisors in a co-op program. Asia-Pacific Journal of Cooperative Education, 2008, 9(2), 91-111.

ABSTRACTS FROM JCEI 2008

Work Integrated Learning for Tertiary Environmental Students: Professional Preparation through International Project Work

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Work Integrated Learning (WIL), is increasingly becoming an important element of tertiary educational experience where students learn in the workplace through a range of mechanisms. There are opportunities for WIL to provide an experiential basis for learning, where the learners construct meaning through their experience rather than simply receiving knowledge from the teacher. At RMIT University in Melbourne Australia, we have developed a multi-disciplinary project model based in Vietnam for the preparation of environment students for professional practice. Since the program began, we have observed that those who participated in the project have quickly found employment in the environment profession. However, there has previously been no documented evidence to show the extent to which the experience has assisted them in gaining employment, nor research into the extent to which these experiences are relevant to the daily requirements of their employment. This paper describes a survey of graduates who participated in the program from 2002-2005. We were specifically seeking their reflections on how well the experiences of the Vietnam project had prepared them for their professional employment. On the basis of the responses from more than half of the project participants, the survey demonstrated that the model provides a successful example of WIL, and one that has been effective in developing a suite of abilities that are important for professional employment. The overwhelming conclusion of the participants has been that it has played an important part in their preparation for professional employment and provides a learning model that has application to the development of professional expertise in a range of disciplines. *Journal of Cooperative Education & Internships*, 42(1), 1-10.

Transition into the Work World: An Assessment of Real World Outcomes

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Educators worldwide are concerned with the achievement of program outcomes of their students, and evaluation of learning outcomes is an important part of all academic programs. A real test of how these learning outcomes are met can be demonstrated in the new graduates' transition into the work world. Here this issue is explored in the context of nursing. This study sought to 1) assess the achievement of program outcomes during the transition of the graduates in their first registered nursing role, and 2) to determine if there were differences between graduates who took a nursing co-op program (a career focused paid work experience with elective credit) in their course of study, and those who did not. Students from this ethnically diverse program of study were surveyed six months after graduation when they were in their first registered nursing role. Although there were no statistically significant differences seen between the co-ops and non-co-ops, there were some interesting differences between the groups that have implications for nursing education. *Journal of Cooperative Education & Internships*, 42(1), 11-19.

Retaining Students in Science, Math, and Engineering Majors: Rediscovering Cooperative Education

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As researchers, practitioners, faculty, and administrators consider strategies to reduce attrition of science, math, and engineering students, cooperative education and its impact on student persistence has been relatively unexplored. This research examined the influence of cooperative education on the persistence of science, math, and engineering students. Supporting prior research (Avenoso & Totoro, 1994), results suggested that participation in cooperative education had a significant, positive effect on students' final cumulative GPA and their likelihood to persist. Students who participated in a co-op after their first-year of college were more than five times as likely to be retained as those who did not participate in such a program. *Journal of Cooperative Education & Internships*, 42(1), 12-32.

Does alternating and parallel programmatic structure make a difference in student reported learning outcomes?

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A variety of models of work-based learning are practiced at colleges and universities. This paper compares two co-op models; the *alternating* and the *parallel* approaches, on reported learning outcomes experienced for students involved in cooperative education. We hypothesized that students in the alternating or parallel programs would have different responses when rating their learning outcomes. Students in 14 universities were given the opportunity to complete a survey evaluating their cooperative education experience. The response rate to the survey was 31%. We found that students were very favorable to their cooperative education experience but there was no support for the hypothesis. Students in alternating or parallel cooperative education programs rated their learning outcomes about equally on (a) career development, (b) academic development, (c) professional/work skills development, and (d) personal development. We conclude with a discussion of the usefulness of both the parallel and alternating cooperative education models. *Journal of Cooperative Education & Internships*, 42(1), 33-40.

A Four-Component Model of Cooperative Education

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The present study expands upon the Parks, Onwuegbuzie and Cash (2001) three-factor model of cooperative education students' learning outcomes in an attempt to ascertain whether a fourth factor, personal development, can be added to work skills development, career development, and academic functions/achievement. Students involved with co-op programs were asked to rate their levels of change over the course of the current work term on 29 items related to the hypothesized four-factor model of cooperative education. We found that students tended to rate their experiences in cooperative education at high levels. A factor analysis revealed support for the hypothesized four-factor model. We conclude with a discussion of the importance of cooperative education programs to evaluate learning outcomes of their programs' students. *Journal of Cooperative Education & Internships*, 42(1), 41-49.

Impacts of Altruism and Self-efficacy on Knowledge Sharing Behavior and the Moderating effect of Mentor-Intern Interaction: An Empirical Study from Business Internship Students

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Business internships of technological university students provide an opportunity to apply classroom theory into practice, acquire professional experience, and preparation for careers. Knowledge sharing for students is a method to improve learning performance in internship practicum. The purpose of this study is to explore the impact of altruism and self-efficacy on students' knowledge sharing behavior during the internship of students placed in insurance industries, and the moderating role of M-I (Mentor-Intern) interaction. A hierarchical regression analysis is used to analyze the data from 173 junior undergraduates from a technological university in Taiwan. The results of this analysis indicate that altruism is positively related to students' knowledge sharing behavior, and that students of lower self-efficacy exhibit more knowledge sharing behavior by means of higher M-I interaction. Accordingly, we suggest that course developments of schools should foster students' altruistic attribute, and practice companies should create environments to increase the extent of M-I interaction during internship. Specifically, a higher M-I interaction could enhance students' knowledge sharing behavior and promote learning effects simultaneously. *Journal of Cooperative Education & Internships*, 42(1), 50-58.

Internal Consistency and Factor Analysis of a Work Performance Measurement Instrument

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This article describes a research project entitled *Development of a Corporate Feedback System for Use in Curricular Reform (CFCR)* supported by the US Department of Education's Fund for Improvement of Postsecondary Education (FIPSE). The research pursued at the University of Cincinnati (UC) in 2004, aimed to validate preliminary findings regarding the internal consistency of the main constructs of an instrument designed for the assessment of work term performance of students enrolled in a Civil and Environmental Engineering Program based on cooperative education. A secondary example of factor analysis for students in the College of Business illustrates the importance of factor analysis in instrument development. *Journal of Cooperative Education & Internships*, 42(1), 59-75.

The Dynamics of Increasing Internship Conversion Rates: Practical Implications for Retail-related Businesses

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Employee turnover in retailing has always been high. Nevertheless, due to the abundant, young labor force in the United States, retailers experienced high turnover with minimal consequences, until now. Experts predict a labor shortage, due to retiring baby boomers and small number of the next generation entering the workforce. Yet, as the pool for entry-level employees shrinks, and the job market continues to get more and more competitive, retailers will need to revisit their current attraction/retention strategies quickly in order to effectively respond to this upcoming labor shortage. One potentially viable strategy is for retailers to offer internship opportunities to college students. Internships allow both the intern and the company the opportunity to determine if the intern possesses the qualities necessary to adapt to the firm's culture. Converting good interns to full-time employees is becoming the preferred path to a permanent position within the firm; however, conversion rates within the retailing industry are lower than employers would like. Therefore, to assist retailers in finding ways to increase internship conversion rates, we studied interns' intent to accept a job offer upon successful completion of their internship program. Data were collected by partnering with companies and faculty from five other universities who have access to internship students. The survey instrument was on-line. A structural equation procedure was used to test a model of internship conversion. Findings indicate significant and positive path coefficients for most hypothesized paths. Findings will assist in the development of organizational strategies that can improve accuracy of internship conversion. *Journal of Cooperative Education & Internships*, 42(1), 76-91.

New Generations of Global Entrepreneurs: Global Citizenship Through Work-Integrated Learning in the New Economy

*Christopher Pratt
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New Generations of Global Entrepreneurs*

This paper reports on a unique sustainable international economic development and internship program focused on emerging and challenged economic locations. Working with economic development agencies the program engages international and local university students and local high school pupils in consulting teams to assist owners of local small and medium enterprises (SMEs) to build global entrepreneurial,

enterprise leadership, and citizenship knowledge in both the for-profit and not-for-profit sectors. Work-integrated learning is known to offer a variety of important outcomes for students, employers, higher education and society. Common among the benefits to all constituents is that work-integrated learning helps develop mature, productive young people with a greater sense of clarity about both themselves and their role in society. In the rapidly changing globalized world in which young people today will live and work, these are invaluable traits. The program builds skills and capacity, and facilitates short and long-term community and economic development by working together collaboratively on solving real-world business problems stimulating new entrepreneurial activity and initiatives, and creating a more entrepreneurial and economically vibrant culture. Such creative, entrepreneurial approaches to work-integrated learning in entrepreneurship and enterprise leadership education internationally can encourage global citizenship. Educators, employers, and governments should engage in work-integrated learning more entrepreneurially and globally. *Journal of Cooperative Education & Internships*, 42(2), 1-8.

Reflection-in-Action on Co-op: The Next Learning Breakthrough

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Cooperative education in the past 100 years has enriched higher education by supplementing classroom education with real-world experience. In the next 100 years, using available scholarship on situated learning and reflective practice, cooperative education can make yet another learning breakthrough by encouraging students to learn from their experience by reflecting-in-action within a safe facilitated environment.

In this paper, after offering a theoretical rationale for an epistemology invoking reflection-in-action, three experiments will be shared to demonstrate this approach. In the first example, the benefits and challenges of offering a course in organizational behavior to students while on co-op will be illustrated. Next, engaging students in on-line threaded dialogues and chat room gatherings will be shown to represent a vital supplement to any reflective experiential activity. Finally, a unique peer mentoring program involving face-to-face learning teams is detailed, including a description of how such programs can be productively administered and sourced. *Journal of Cooperative Education & Internships*, 42(2), 9-15.

Class [Re]Union: Course Corrections in Response to Co-op Employer Feedback

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The paper begins by charting the curricular context of the architecture program then parses co-op employer comments, both anecdotal and statistical, to serve as a new force to help guide curricular adjustments. The feedback was used to calculate course corrections that would be mutually beneficial to students' academic and practice experiences. Navigating co-op evaluation data illuminated the winter quarter of the sophomore year as a pedagogical/practice conundrum—the quarter before the students' first co-op and the end of the foundation sequence. The conflict during this quarter is between the need to provide students with the skills they need to excel in co-op employment versus the pedagogical desire to continue to concentrate on design and theory. The paper focuses on the merging of two courses during this critical academic term and plots a new direction with the intent to improve the students' first and subsequent crossings of the academic-practice divide. The paper concludes with comparing work from pre and post course adjustments and an initial evaluation based on student work and graduate assistant feedback. *Journal of Cooperative Education & Internships*, 42(2), 15-33.

Managing Experiential Education: Work-Integrated Learning in the Context of a Cost-Benefit Analysis

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Higher education has become both more accessible and better integrated across the world. This has seen higher education evolving to become both an industry sector and, an industry in and of itself. Higher education has subsequently become more cognizant of 'market demands' and, is increasingly reflecting this in teaching, learning and administration practice. The result has been a greater recognition of prevailing economic environment considerations and, the requirement for graduates who are better attuned to the actual situations and circumstances of employment (Joshi, 2005; Pearson & Beasley, 1998). This paper will discuss the relevancy of a traditional cost-benefit analysis to the management, decision-making and practice of work-integrated learning in higher education institutions and, posit methodologies for value measurement and how components of perceived benefit and values are capable of being quantified and applied to management decision-making evaluation. *Journal of Cooperative Education & Internships*, 42(2), 33-44.

The benefits of job-search seminars and mock interviews in a work experience course

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Prior research indicates that some form of career development program is essential to prepare undergraduate students for a competitive employment market. This research examined the benefits gained by students in preparation for the workforce following a program of job-search seminars and mock interviews. The study revealed that the students perceived the program produced significant increases, as indicated by changes in mean scores obtained on the Measure of Guidance Impact (Killeen, 1992). Pre- and post-mean scores of 79.2 and 98.0 were reported, compared with norm values of 82.5 and 93.4. This improvement in mean scores demonstrated the effectiveness of the program, compared with results obtained on a large-scale survey. Students indicated a low participation rate (15%) in voluntary job-search seminars, emphasizing the importance of including these seminars as a required course component in university programs. Generally, participants reported a favorable attitude to the job-search seminars and accompanying printed booklets. The subjects identified a number of benefits as a result of participating in mock interviews, as well as being a member of the interview panel. Overall, the students perceived they had developed a reasonably high level of confidence in preparation for "real-world" scenarios. *Asia-Pacific Journal of Cooperative Education*, 2008, 9(2), 113-127.

Industry-based learning and variable standards in workplace assessments

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Assessment of industry based learning (IBL) takes various forms. Invariably, this involves assessment of the actual work done and the 'product' of a student or a group of students during an IBL placement in the industry. Three stakeholders (organization in the industry, provider of education and training, and the student) are involved in one of the assessments which is known as collaborative assessment. During the assessment process the host mentor (i.e., workplace supervisor) and the academic supervisor represent the industry organization, and the provider of education and training respectively. From my experience as an academic supervisor for students majoring in computer-based information systems, I have become aware of variable standards in collaborative assessments. In this paper I will attempt to highlight some of the variations in assessment that I have personally experienced as a participating member of assessment teams. I will describe four instances of placements in order to delineate the variations. That variations in the standards in collaborative assessments exist is a reality. Should they exist? If not, then how can the situation be alleviated? Answers to these questions should be found as it makes sense that the grades that the students are awarded for their IBL represent as fair and accurate assessment as possible. Variations in standards in collaborative assessments have serious implications on the value of the grades and the credits that the students are awarded. Practitioners of cooperative education must strive to minimize the variations with a view to achieving more consistent collaborative assessments. *Asia-Pacific Journal of Cooperative Education*, 9(2), 129-139.

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