Recent Trends in WIL Research: Where is it going?

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QUESTIONS OR TECHNICAL ISSUES?

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OVERVIEW

• Historical trends
• Common observations
• Recent topical issues
• Asia-Pacific Journal of Cooperative Education
• Areas in need of research
• Questions

• Additional resources
  • Publishing path and common mistakes
  • Literature resources
HISTORICAL TRENDS

• Wilson (1988) said not enough quality research was taking place

• Bartkus & Stull (1997) observed that the research area as ‘sketchy, sparse, limited, spotty and uncertain’.

• Coll & Chapman (2000) called for more qualitative and mixed methods research

• Zegwaard & Coll (2011) argued now research as advanced and matured, with more theoretical underpinnings and critical interpretations

• Bartkus and Higgs (2011) stated research has now ‘considerably stronger’ than 10 years ago
HISTORICAL TRENDS CONT…

• In the 80’s much emphasis on developing best-practice
  • Research focused on structures,
  • Stakeholder perceptions,
  • Internationalisation
  • and ‘describing’ type work

• In the 90’s there was a pause in the literature
  • Everything slowed
  • Some work around justifying co-op

• From 2005 to now there has been significant development and advancement in the research space
COMMON OBSERVATIONS

• Many active in co-op research did not start in co-op
• The co-op research community has a very diverse in discipline backgrounds
• Not all co-op researchers contribute to running a co-op programme.
  • Separation of research activity and practitioners
• Some researcher ‘dabble’ in co-op research out of interest as one of many contexts for their research (e.g., psychology, life-long learning research)
• A shift to younger people
COMMON OBSERVATIONS CONT…

- Struggle to attend Professional Development opportunities (conferences)
  - May be cyclic, depending on level of funding for tertiary education
- The ‘Centre’ WIL research has moved to Australia
  - Huge amount of significant research in Australia, including PhDs in WIL
  - However, Canada seems to be the most organised at a national level at co-op/WIL
  - Others are starting to look at how Canada has organised itself
  - Globally WIL is gaining momentum – others will need what Canada has.
RECENT PATTERNS IN RESEARCH

• Recent significant shift in the level of complexity of research (Bartkus, Higgs 2011, Zegwaard, 2011, 2015)

• A shift from quantitative research to qualitative research (Coll & Tanakin, 2009; Hoskyn & Zegwaard, 2015)

• A shift towards mix methods, combining several approaches.

• Increasingly research approaches are using multi-staged research
  • Multiple research approaches
  • Mixed methods
  • Several stages
TRENDS ON DEMOGRAPHICS

• An increase in team-research (Hoskyn & Zegwaard, 2016)
  • Especially larger teams, 5 researchers/authors
• Greater level of cross-institutional collaboration
  • Was already occurring, but now more common
• Sharp shift to mostly Australian-based research
• Research groups/hubs formation
  • A shift from isolated researchers to team environments
• Separating faculty from the placement programme
  • Canada been there a while, but is increasing elsewhere
  • Need to be careful, in that these links need to remain
  • Placements must remain an academic activity, with the focus on learning.
RECENT TRENDS IN TOPICS

- Responsibilities of the key stakeholders (expectations)
- Assessment practices
  - Reflection
  - Special issue in APJCE
- Different approaches, mass online, unusual context, interesting demographics
- Comparing co-op with non-co-op
  - A bit of a renaissance happening. Interesting.
- Linking co-op experience with on-campus learning performance
  - APJCE and Tanaka (2015)
- International WIL experiences (again)
- Student experience of engaging with co-op/WIL
ASIA-PACIFIC JOURNAL OF COOPERATIVE EDUCATION (APJCE)

- Now 70% of papers are research-based (rather than ‘scholarly discussion’ papers or ‘best-practice’ papers)
- Started as a regional, developmental journal
- Has become the central co-op/WIL journal
  - But there are other relevant journals on the periphery
- No longer ‘Asia-Pacific’, albeit there is a lot of Australian research being published in APJCE.
- Free access (open access) and no publishing cost
The Asia-Pacific Journal of Cooperative Education publishes peer-reviewed original research, topical issues, and best practice articles from throughout the world dealing with Cooperative Education (Co-op) and Work Integrated Learning/Education (WIL). In this Journal, Co-op/WIL is defined as an educational approach that uses relevant work-based projects that form an integrated and assessed part of an academic program of study (e.g., work placements, internships, practicum). These programs can be described by a variety of names such as work-based learning, workplace learning, work-engaged learning, professional training, industry-based learning, engaged industry learning, career and technical education, internships, experiential education, experiential learning, vocational education and training, fieldwork education, and service learning. The Journal's main aim is to allow specialists working in these areas to disseminate their findings and share their knowledge for the benefit of institutions, co-op/WIL practitioners, and researchers. The Journal desires to encourage quality research and explorative critical discussion that will lead to the advancement of effective practices, development of further understanding of co-op/WIL, and promote further research.

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- Issue 2

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- Abstract

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Theresa Winchester-Seeto, Anna Rowe, Jacqueline Mackaway
Asia-Pacific Journal of Cooperative Education, 17(2), 101-118
Keywords: Roles and responsibilities, stakeholders, supervision, qualitative research, work-integrated learning
Abstract

Examining the effects of perceived relevance and work-related subjective well-being on individual performance for co-op students

Dave Drewery, T. Judene Pretti, Sage Barclay
Asia-Pacific Journal of Cooperative Education, 17(2), 119-134
Keywords: Co-op, relevance, well-being, performance
Abstract

Exploration of a reflective practice rubric

Karen Young, Kimberley James, Sue Noy
Asia-Pacific Journal of Cooperative Education, 17(2), 135-147
Keywords: Rubric, assessment, placement, reflective practice, WIL, reliability
Abstract

Work-integrated learning process in tourism training programs in Vietnam: Voices of education and industry

Cam Thi Hong Khuong
Asia-Pacific Journal of Cooperative Education, 17(2), 149-161
Keywords: Vietnam, work integrated learning, tourism training programs, industry involvement, internships
Abstract

Learning through participation as a mass collaboration

Justine Lloyd, Maria Amigo, Nanditha Hettitantri
Asia-Pacific Journal of Cooperative Education, 17(2), 163-174
Keywords: Learning through participation, collaboration, online learning technologies, communication, grounded theory
Abstract
WHAT RECENT RESEARCH TELLS US

- Work placements results in transformative learning (McRae 2014, 2015)
- Career clarification (Dressler & Keeling, 2011)
- Resulted in less changes to degree major than non-co-op students (Drysdale et al., 2015)
- Boosts resilience, self efficacy, sense of professional identity (Drysdale et al., 2014; Campbell & Zegwaard, 2015)
- May improve academic performance (Tanaka, 2015)
- Reflection often claimed to be important, but needs research
- Impact is beyond university experience and early career progression
AREAS IN NEED OF RESEARCH

• Maximising student learning, new innovative ways of enabling learning and how to maximise the learning
• Assessment of learning
• Reflection (related to the above, but seems to be a topic on its own)
• Improving curriculum-wide WIL integration
• Employability (work-ready vs profession-ready)
  • Professional identity development
• Role of technology (MUCH work needed here)
• Partnerships
• Expectations, motivation, resilience, and persistence
• Issues pertinent to your own placement programme
• Areas you are passionate about
MAXIMISING LEARNING

• We know that Co-op/WIL grants life changing experiences for students

• However, much of the learning students experience is neither captured nor realised by the student

• There must be ways we can enhance the learning experience
  • There will be lots!

• Emphasis of improvements must be around the student rather than programme or staff

• Placements is a learning opportunity that cannot be replicated on campus. It is unique.

• Within a degree structure, often only a small portion is made available for it
ASSESSMENT STUDENT LEARNING

• This was very topical 30 years ago – it remains so today!

• Need careful consideration around good scaffolded assessment activities (for learning, not just summative) to capture these experiences

• It needs to be authentic assessment – it needs to be real to the student and link directly to the actual activity

• Need a number of good models/examples that are research informed

• Need researchers who are high competent at assessment and the complex nature of co-op/WIL

• Are there alternative way to capture the level of learning?

• Sources:
  • Special Edition APJCE V15 #3.
  • Handbook chapter 6
REFLECTION

• Significantly topical to stand on its own
• It is a common assessment activity ‘for’ learning
• The challenges are:
  • Staging the level and depth of reflection
  • Some disciplines seem more inclined to reflection type activities (e.g., education students)
  • ….for some disciplines it is very difficult to have students engage in reflection (science and engineering)
  • It needs to develop students to be ‘self sustaining’ with reflection – that is, reflective professionals. (life-long reflection skills).
INTEGRATION

• Integration – the Final Frontier!! (or so it feels).

• Integration is not particularly well understood and tends to be ‘rhetoric’ (Coll & Zegwaard, 2011)

• For many, work placements are an ‘add on’, not an integral component of the curriculum.

• Integration of on-campus learning during placement occurs in most (well run) programmes.

• However, integration of the off-campus learning to on-campus learning is a challenge

• Much work required in creating programme-wide integration (Johnston, 2011)
WORK-READY OR PROFESSION-READY

• The work-ready space was originally technical skills focused. Are students ready to do a technical task

• Subsequently, behavioural skills were included. Are students ready to work within a team, can they communicate, understand alternative positions?

• The behavioural skills still a focal point (as it should be)

• However, increasingly we are seeing professional identity as important for work-ready graduates
  • Professional ethics, professional behaviour, being agentic in challenging spaces, working with power differentials

• The question being asked now is, are we shifting from ‘work-ready’ to ‘profession ready’?
TECHNOLOGY

- Technology is going to significantly change universities
- The impact will be very significant
- Technology has much to offer co-op. However, little serious development work is happening
- Published literature on use of technology in co-op/WIL has been
  - Moodle/Blackboard
  - ePortfolios
- The challenge for the co-op/WIL community is to find people highly competent with emerging technology who also understand WIL
- We need to move in this space ASAP. The concern is, you snooze you loose!
PARTNERSHIPS

- Some old assumption no longer hold true
- Much work done in the stakeholders space in 1980’s
- However, things have changed
- Fleming (2015) PhD thesis showed that the nature of the relationship between the three stakeholders has changed
- We cannot keep assuming things remain the same. Very likely many of this were based on assumption, not research, in the first place!!
EXPECTATIONS, MOTIVATION, RESILIENCE, AND PERSISTENCE

• Four important words resonating through the Western World secondary education system

• We need to be looking at each of these relevant to our students and what we tell our students

• Expectations
  • From all stakeholders
  • How do we manage and influence these expectations
  • What are OUR expectations of the student learning! Does it push student learning

• Motivation
  • Student motivation for learning HUGELY impacts on learning. How does this impact on student learning during work terms?
  • How do we impact that motivation to maximise the learning?

• Resilience and persistence
  • Teachers increasingly finding this lacking in students
  • This will (already has) spill into the tertiary education space
  • ‘Fail forward’
ISSUES WITHIN YOUR OWN PROGRAMME

• Your research field is right at your own doorstep!
• No programme is perfect – find a challenging area and start investigating!
• You have the luxury of seeing it in authenticity every day! You are in the best position to understand it
• Many co-op/WIL researchers start in research by looking at their own programme
• A fundamental principle of tertiary education is ‘education informed by research’. Co-op/WIL should be no expectation to this!
DO RESEARCH, READ RESEARCH

• Do research
  • If you are enabled to do research, do it!
  • It informs, improves and validates our practice
  • Then PUBLISH it, so to benefit others

• Read research and let it inform practice
  • There is plenty of literature
  • All this publish knowledge and wisdom is no good if it stays in books
  • Use it to inform your thinking, positioning, interpretation of your programme
  • Let it inform the practice!

• Research-informed education is a fundamental principle of university education. Co-op/WIL should not be an exception to this!
EXCITING FUTURE AHEAD!

- Internationally, Co-op/WIL is a growing field!!
- Policy makers are increasingly recognising the link between co-op/WIL and early career success.
- Many countries investing or encouraging work terms as part of a degree curriculum
- Students seek it out! They want real experiences during their degree
- Companies seek graduates who have had real experience
  - Often use work terms as a recruitment tool
- Increasingly universities mandating work terms in their curriculum
- Our key message needs to be that co-op/WIL programmes need to be research-informed
QUESTIONS AND DISCUSSION

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REFERENCES


Additional slides
COMMON PUBLISHING PATH

• Group presentation of the work
  • Feedback from peers

• Refereed conference proceedings
  • 4 pages, to the point, a snapshot of the results (don’t overkill)
  • Tends to be light on literature, methods, and implications
  • Get feedback during submission and at presentation

• Journal article
  • Step up literature review, literature informed critical discussion.
  • Often includes more data
  • More detailed methods and methodology
  • More impactive implications
The REVIEW CYCLE for APJCE involves several stages:

1. **Editor** reviews the manuscript.
2. **Editorial Board Review** makes a recommendation.
3. Advice outcome to author:
   - **Reject**: 20% of manuscripts are rejected.
   - **Major, resubmit**: 12% of manuscripts require major revisions.
   - **Major**: 15% of manuscripts need major changes.
   - **Minor**: Up to 4% of manuscripts require minor changes.

   - **Copy editor** reviews the manuscript.
   - **Sends amended paper** to author.

Alternatively, if the manuscript is accepted:
- **PUBLISHED!**

This cycle ensures a thorough review process that accommodates feedback and revisions, leading to publication.
WHAT REVIEWERS LOOK FOR

- They are looking for an interesting story
- Something that adds to the literature
- Valid research methods
- Informed by theory
- Bedded in literature!
- Focussed on an educational issue (not a context)
- Critical, literature informed discussion of the results!
- They look for the ‘so what’.
- A well written, coherent article
COMMON MISTAKES

- Poorly structured
- Poorly written (lack of ‘exactness’ in the wording)
- Too much focus on context, not enough on the issue
- Programme evaluation vs research
- Lacking critical discussion (descriptive rather than explorative)
- Weak data – can’t turn a pig’s ear into a banquet
- Claims not supported by statistics
- Generalised too much – gone beyond the limitations of the work
- Lacking ‘implications’ – what does this mean for others, why should they care?
PUBLISHING CODES OF ETHICS

• Authorship
  • Who? All significant contributors, in order of contribution determined by authors discussions
  • Acknowledgements of those who contributed in some way (but not significant)

• Work published before
  • Stepping up: conference proceedings → journal article → book chapter is OK
  • Publishing twice at same level, not OK (e.g., same work published in two journals; unless it is same data but different facet discussed)

• Acknowledging others work
  • Cite other people’s ideas

• Acknowledge possible conflict of interest (funding)

• Ethical approval for research

• Copyright vs exclusive rights
USEFUL RESOURCES FOR PRACTITIONERS
JOURNALS

• Asia-Pacific Journal of Cooperative Education ([www.apjce.org](http://www.apjce.org))
• Journal of Cooperative Education and Internships (Retired; accessible through the Waterloo portal)
• Journal of Workplace Learning
• Vocations and Learning
• Journal of Scholarship on Graduate Employability
• Journal of Adult Education
• Higher Education, Skills and Work-Based Learning
• Partnerships: Journal of Service Learning and Civic Engagement
• Journal of Service Learning in Higher Education
The Work-Based Learning Student Handbook 2nd ed (Helyer, 2015)

P.328
HERDSA guide: Work integrated learning in the curriculum (Ferns, 2014)

http://www.herdsa.org.au/?page_id=35

P. 113
International Handbook of Research in Professional and Practice-based Learning (Billett et al., 2014).

P. 1,400 (two volumes)

Amazon....but very expensive
The economics of cooperative education: A practitioner's guide to the theoretical framework and empirical assessment of cooperative education (Tanaka, 2014)

p.164


P.92
A practical guide for work-integrated learning (2016)


p.192
International handbook for cooperative and work-integrated education (Coll & Zegwaard, 2011).

Buy (http://www.waceinc.org/handbook.html) US$80 which includes postage

P.390
How to make the most of WIL (series; Martin & Hughes, 2011)

5 small booklets

https://akoaotearoa.ac.nz/wil

Work Integrated Learning A Template for Good Practice: Supervisors’ Reflections

Work integrated learning: A guide to effective practice (Cooper, et al., 2010).

P.240
The WIL [Work Integrated Learning] report: A national scoping study (Patrick et al., 2009)


P.111
Coll et al (2009). An exploration of the pedagogies employed to integrate knowledge in work-integrated learning in New Zealand higher education institutions


P.95
Work-based learning: Bridging knowledge and action in the workplace 2nd ed (Raelin 2008).

P288