

# Recent Trends in WIL Research: Where is it going?

**Dr. Karsten Zegwaard**

Director of Co-operative Education, University of Waikato, New Zealand

Editor-in-Chief, Asia Pacific Journal of Co-operative Education

QUESTIONS OR TECHNICAL ISSUES?

[watcace@uwaterloo.ca](mailto:watcace@uwaterloo.ca)

# 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.

### ▣ Volume 17 (2016)

#### ▣ Issue 2

 [Understanding the needs of all the stakeholders: Issues of training and preparation for health work students and their clinical educators](#)

Louise Horstmanshof, Keri Moore

*Asia-Pacific Journal of Cooperative Education*, 17(2), 93-100

Keywords: Multiple stakeholders, work-based literacy, WIL, clinical placement, expectations, agency

▣ [Abstract](#)

 [Sharing the load: Understanding the roles of academics and host supervisors in work-integrated learning](#)

Theresa Winchester-Seeto, Anna Rowe, Jacqueline Mackaway

## Issue 2

### Understanding the needs of all the stakeholders: Issues of training and preparation for health work students and their clinical educators

Louise Horstmanshof, Keri Moore

*Asia-Pacific Journal of Cooperative Education*, 17(2), 93-100

Keywords: Multiple stakeholders, work-based literacy, WIL, clinical placement, expectations, agency

 [Abstract](#)

### Sharing the load: Understanding the roles of academics and host supervisors in work-integrated learning

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 door step!
- 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 exception 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**

**WATCACE@UWATERLOO.CA**

# REFERENCES

- Bartkus, K. R. (2007). A review and synthesis of scholarly research in cooperative education and internship: Part 1. An analysis of quantitative research published outside the Journal of Cooperative Education and Internships. *Journal of Cooperative Education and Internships*, 41(1), 56-96.
- Bartkus, K. R., & Higgs, J. (2011). Research in cooperative and work-integrated education. In R. K. Coll & K. E. Zegwaard (Eds.), *International handbook for cooperative and work-integrated education: International perspectives of theory, research and practice* (2nd ed., pp. 73-84). Lowell, MA: World Association for Cooperative Education.
- Bartkus, K. R., & Stull, W. A. (1997). Some thoughts about research in cooperative education. *Journal of Cooperative Education*, 32, 7-16.
- Campbell, M., & Zegwaard, K. E. (2015). Developing critical moral agency through workplace engagement. In M. Kennedy, S. Billett, S. Gherardi & L. Grealish (Eds.), *Practice-based learning in higher education: Jostling cultures* (pp. 47-64). Dordrecht, The Netherlands: Springer.
- Coll, R. K., & Chapman, R. (2000). Choices of methodology for cooperative education researchers. *Asia-Pacific Journal of Cooperative Education*, 1(1), 1-8.
- Coll, R. K., & Kalnins, T. (2009). A critical analysis of interpretive research studies in cooperative education and internships. *Journal of Cooperative Education and Internships*, 43(1), 1-14.
- Coll, R. K., & Zegwaard, K. E. (2011). The integration of knowledge in cooperative and work-integrated education programs. In R. K. Coll & K. E. Zegwaard (Eds.), *International handbook for cooperative and work-integrated education: International perspectives of theory, research and practice* (2nd ed., pp. 297-304). Lowell, MA: World Association for Cooperative Education.
- Dressler, S., & Keeling, A. E. (2004). Students benefits of cooperative education. In R. K. Coll & C. Eames (Eds.), *International handbook for cooperative education: An international perspective of the theory, research and practice of work-integrated learning* (pp. 217-236). Boston, MA: World Association for Cooperative Education.
- Drysdale, M. T. B., Frost, N., & McBeath, M. L. (2015). How often do they change their minds and does work-integrated learning play a role? An examination of 'major changers' and career certainty in higher education [special issue]. *Asia-Pacific Journal of Cooperative Education*, 16(2), 145-152.
- Drysdale, M. T. B., & McBeath, M. (2014). Exploring hope, self-efficacy, procrastination, and study skills between cooperative and non-cooperative education students. *Asia-Pacific Journal of Cooperative Education*, 15(1), 69-79.
- Fleming, J. (2015). Exploring stakeholders' perspectives of the influences on student learning in cooperative education [special issue]. *Asia-Pacific Journal of Cooperative Education*, 16(2), 109-119.
- Hoskyn, K., & Zegwaard, K. (2015). Trends in research methods and approaches in cooperative and work-integrated education research. In 19th World Conference on Cooperative & Work Integrated Education. Conference held in Kyoto, Japan..
- Hoskyn, K., & Zegwaard, K. (2016). Trends in research methods and approaches in cooperative and work-integrated education research. In 2<sup>nd</sup> International Research Symposium, World Association for Cooperative Education, Victoria, Canada
- Johnston, N. (2011). Curriculum and curricular orientations in cooperative and work-integrated education. In R. K. Coll & K. E. Zegwaard (Eds.), *International handbook for cooperative and work-integrated education: International perspectives of theory, research and practice* (2nd ed., pp. 305-311). Lowell, MA: World Association for Cooperative Education.
- McRae, N. (2015). Exploring conditions for transformative learning in work-integrated education [special issue]. *Asia-Pacific Journal of Cooperative Education*, 16(2), 137-144.
- Tanaka, Y. (2015). *The economics of cooperative education: A practitioner's guide to the theoretical framework and empirical assessment of cooperative education*. Oxon, UK: Routledge.
- Wilson, R. L. (1988). Research in cooperative education. *Journal of Cooperative Education*, 24(2-3), 77-89.
- Zegwaard, K. E. (2015). Building an excellent foundation for research: Challenges and current research needs [special issue]. *Asia-Pacific Journal of Cooperative Education*, 16(2), 89-99.
- Zegwaard, K. E., & Coll, R. K. (2011). Exploring some current issues for cooperative education. *Journal of Cooperative Education and Internships*, 45(2), 8-15.

**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 impactful implications



# 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 2<sup>nd</sup> ed (Helyer,  
2015)

P.328

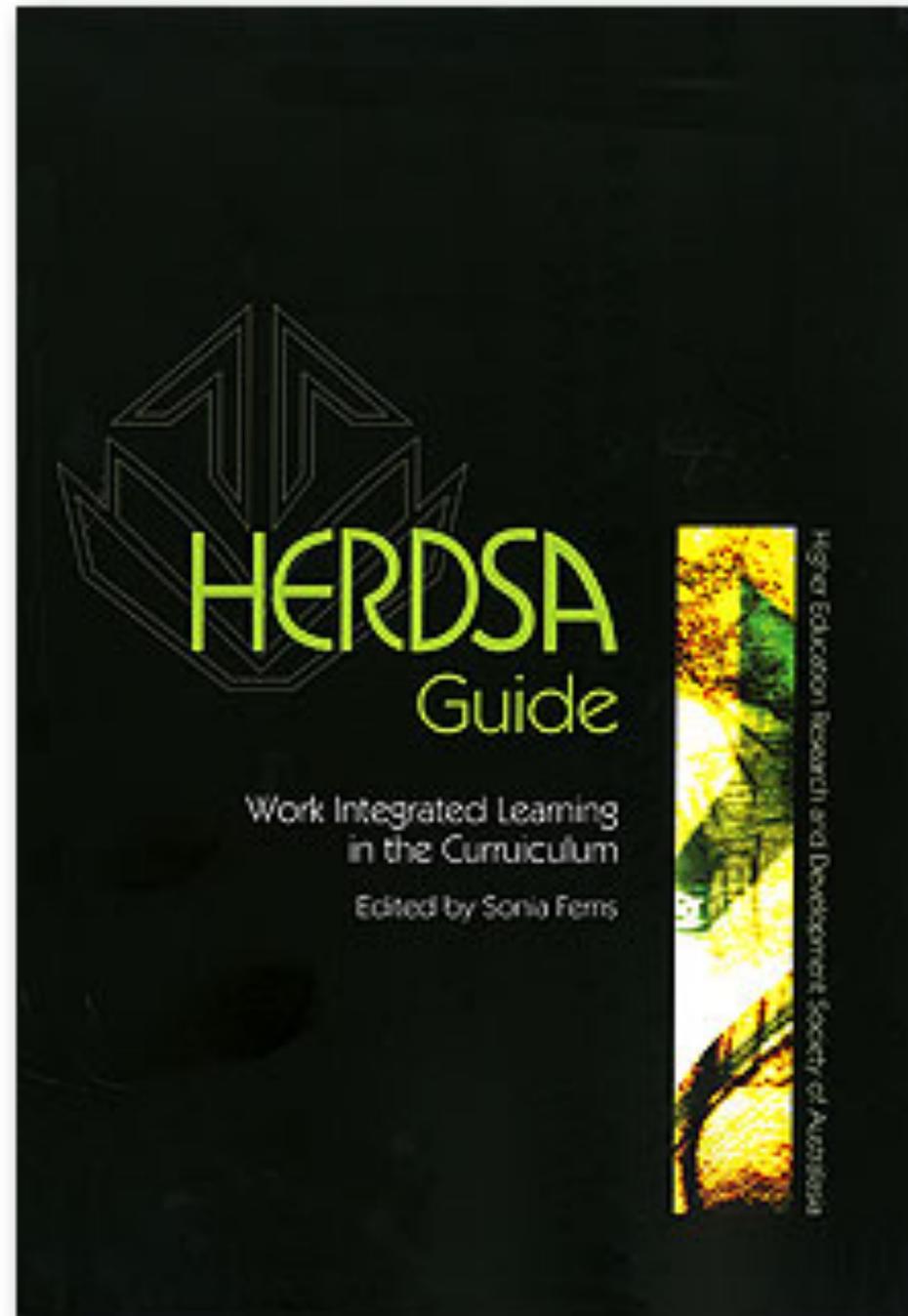
**PALGRAVE**  
**STUDY SKILLS**  
**THE WORK-BASED**  
**LEARNING**  
**STUDENT**  
**HANDBOOK**  
**RUTH HELYER**

SECOND  
EDITION

# HERDSA guide: Work integrated learning in the curriculum (Ferns, 2014)

[http://www.herdsa.org.au/?page\\_id=35](http://www.herdsa.org.au/?page_id=35)

P. 113



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

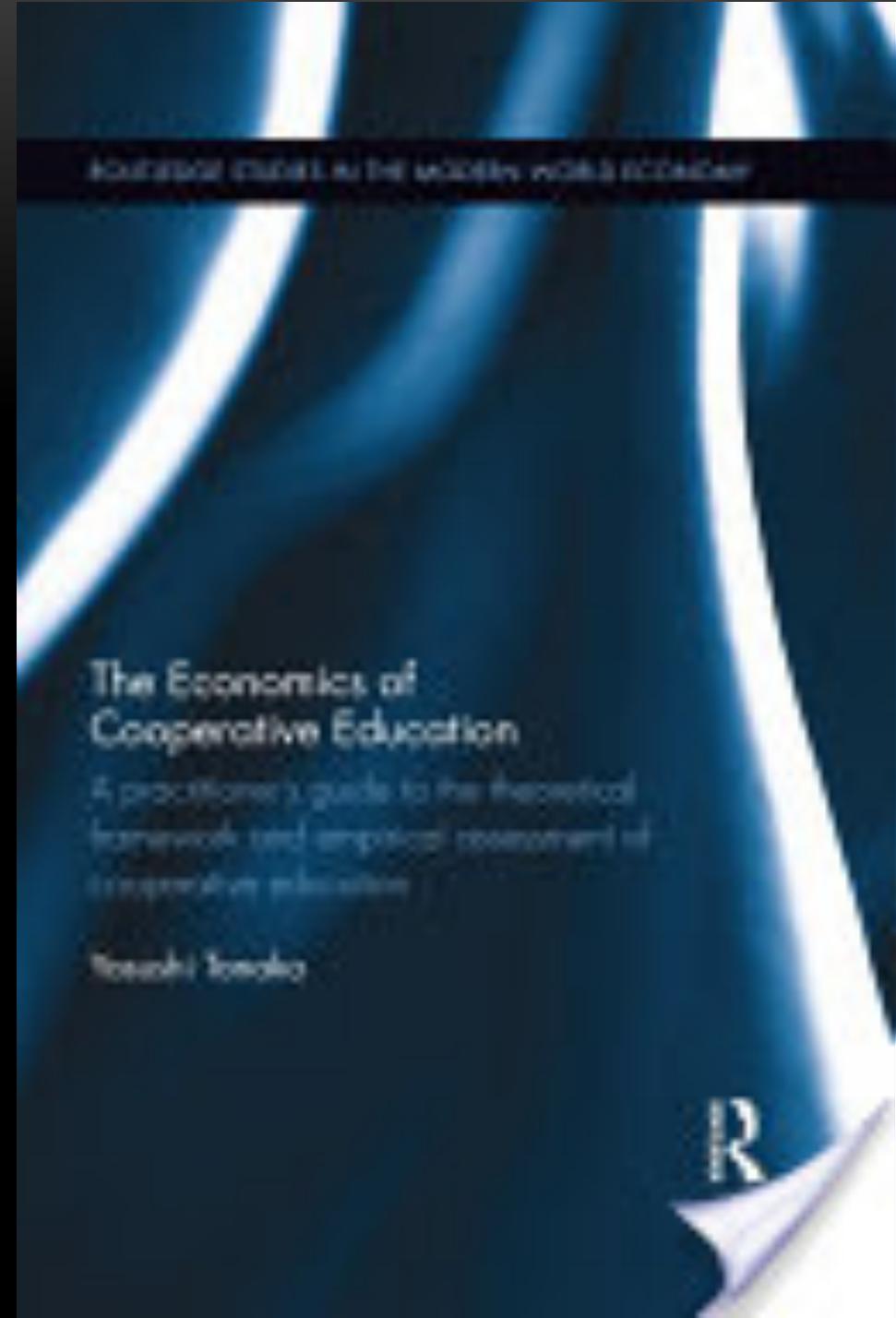
P. 1,400 (two volumes)

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)**

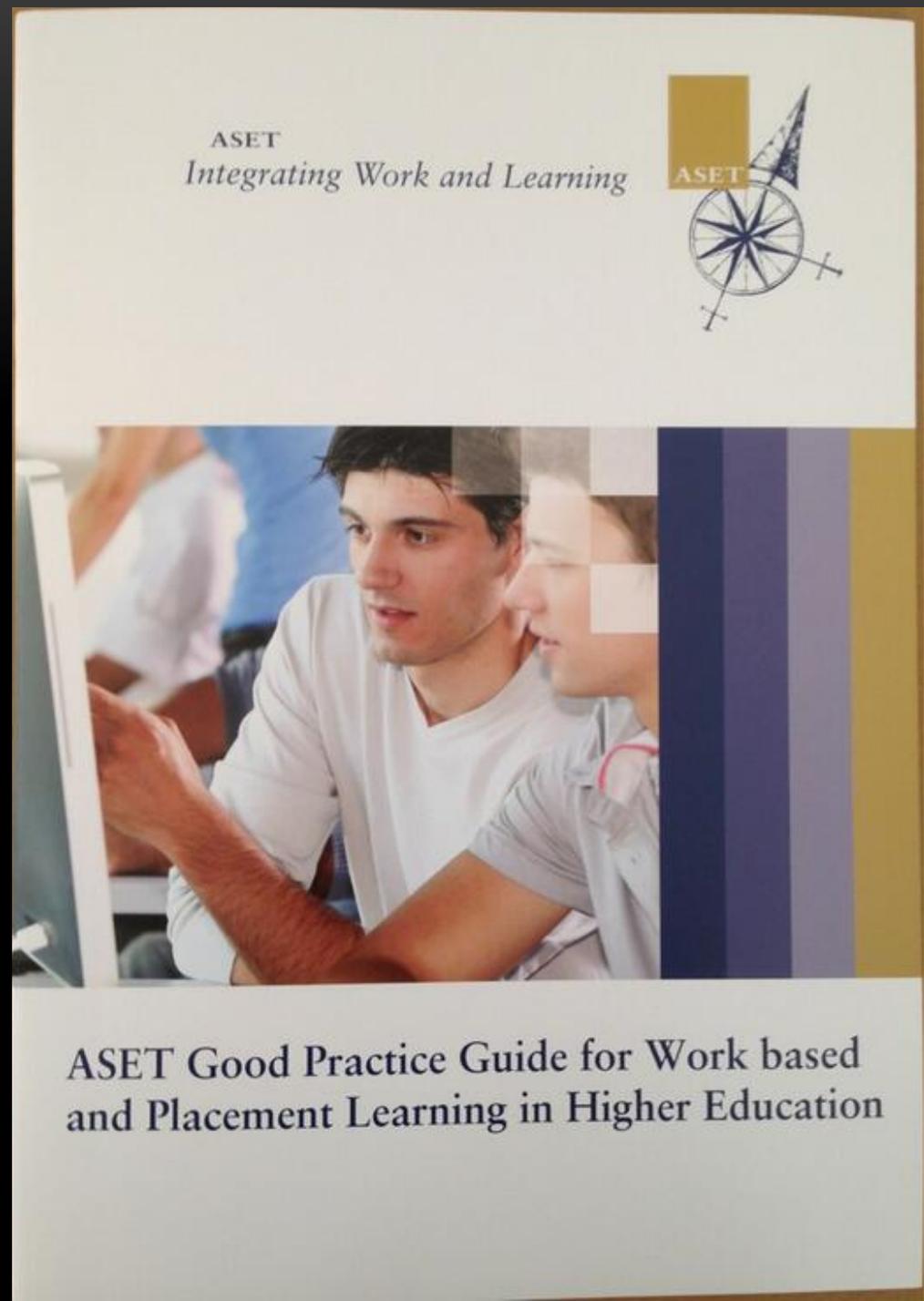
p.164



ASET good practise  
guide for work-based  
and placement learning  
in higher education  
(Wilson, et al., 2013)

<http://www.asetonline.org/wp-content/uploads/2014/11/ASET-Good-Practice-Guide-2014.pdf>

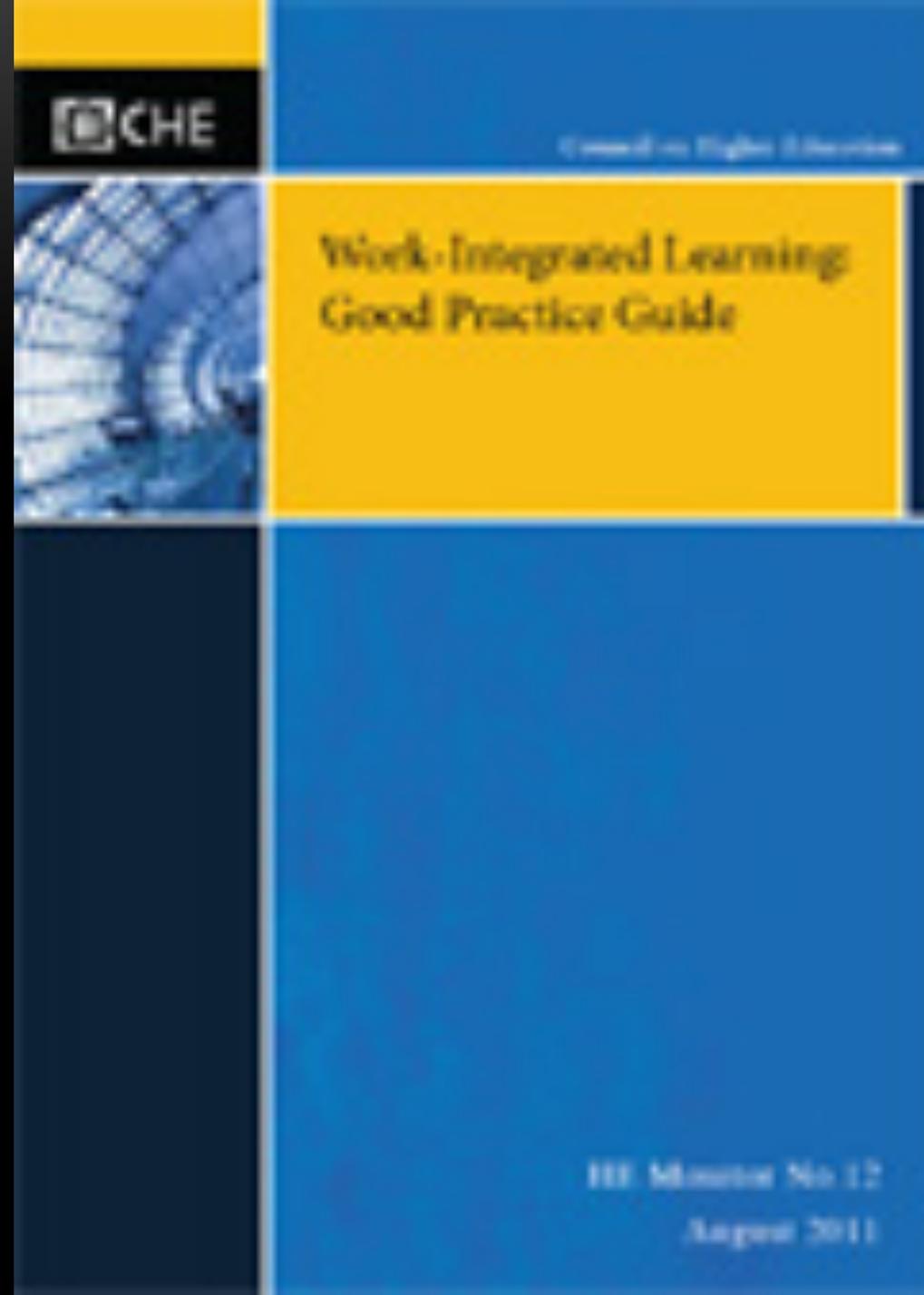
P.28



# Work-integrated learning: Good practice guide (Windberg, et al., 2011).

<http://www.che.ac.za/sites/default/files/publications/Higher Education Monitor 12.pdf>

P.92



# A practical guide for work-integrated learning (2016)

[http://www.heqco.ca/SiteCollectionDocuments/HEQCO\\_WIL\\_Guide\\_ENG\\_ACC.pdf](http://www.heqco.ca/SiteCollectionDocuments/HEQCO_WIL_Guide_ENG_ACC.pdf)

p.192



## A Practical Guide for Work-integrated Learning

Effective Practices to Enhance the Educational Quality of Structured Work Experiences Offered through Colleges and Universities



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



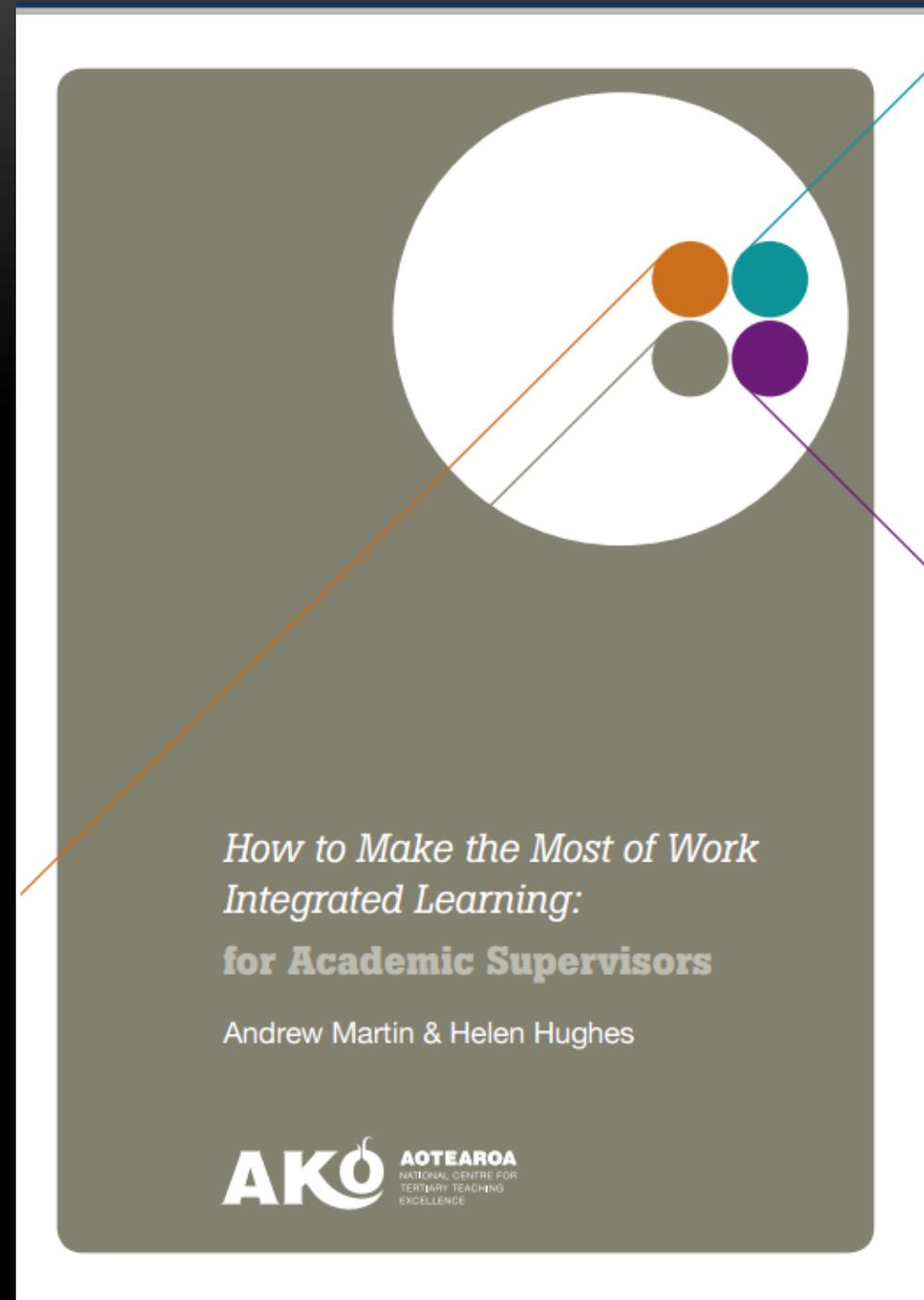
How to make the most  
of WIL (series; Martin  
& Hughes, 2011)

5 small booklets

<https://ako.aotearoa.ac.nz/wil>

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

[https://ako.aotearoa.ac.nz/download/  
file/group-6/work-integrated-  
learning---a-template-for-good-  
practice---supervisors-  
reflections.pdf](https://ako.aotearoa.ac.nz/download/file/group-6/work-integrated-learning---a-template-for-good-practice---supervisors-reflections.pdf)



GOOD PRACTICE REPORT: Work-integrated learning (J. Orrell, 2011)

<http://www.acen.edu.au/resources/docs/WIL-Good-Practice-Report.pdf>

P.88



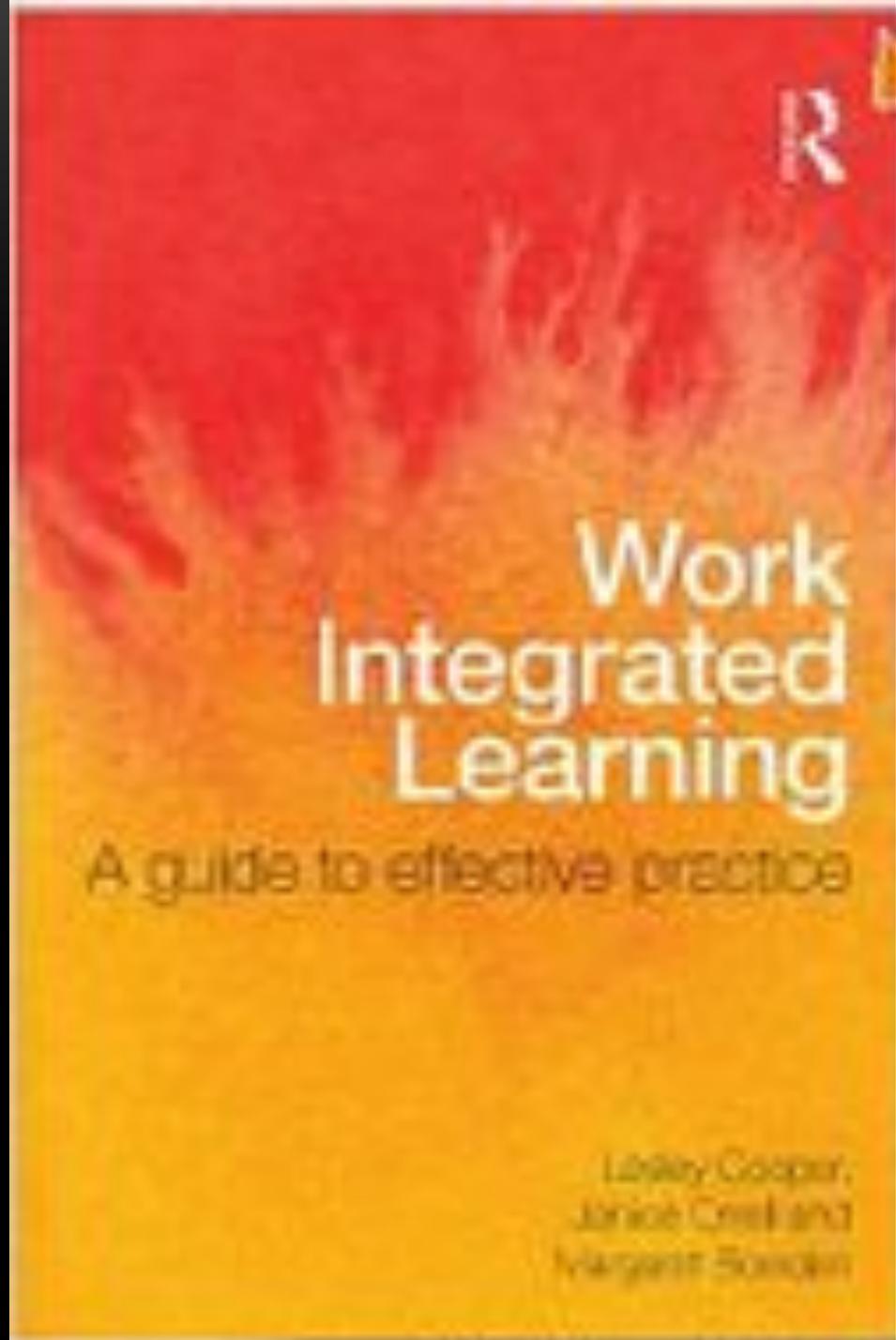
2011

**GOOD PRACTICE REPORT:  
Work-integrated learning**

Professor Janice Orrell

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

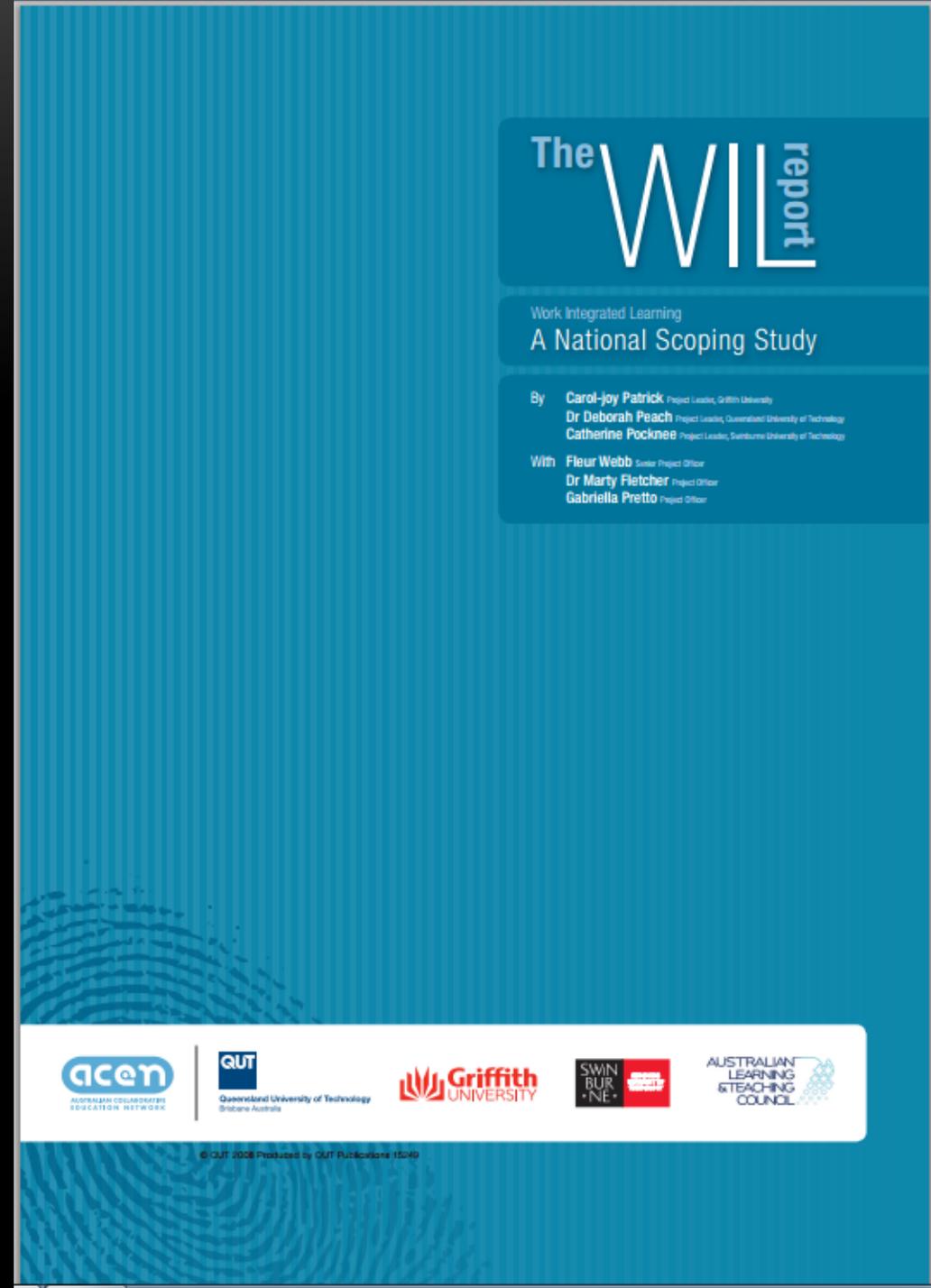
P.240



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

(<http://eprints.qut.edu.au/44065/1/WIL-Report-grants-project-jan09.pdf>)

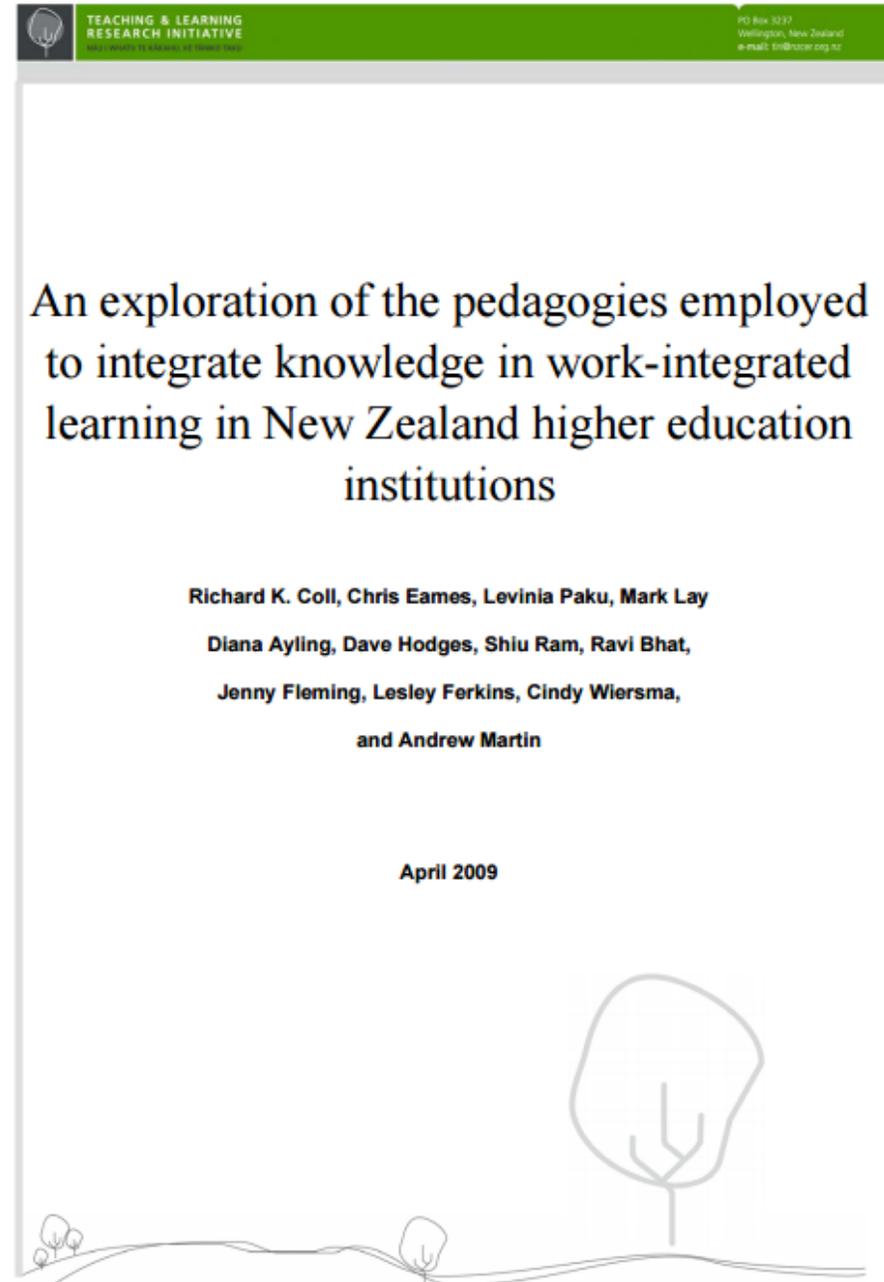
P.111



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

<http://www.tlri.org.nz/sites/default/files/projects/9263-Finalreport.pdf>

P.95



Work-based learning: Bridging knowledge and action in the workplace 2<sup>nd</sup> ed (Raelin 2008).

P.288

FOREWORD BY T.J. ELLIOTT, CHIEF LEARNING OFFICER OF ETS

BRIDGING KNOWLEDGE AND ACTION  
IN THE WORKPLACE

# WORK-BASED LEARNING

NEW AND REVISED EDITION

JOSEPH A. RAELIN



**Learning in the Workplace: Strategies for Effective Practice** (Billett, 2001)

P.222

