

2012 Annual Conference: Call for Papers

International Conference

Theme: Nurturing the learning: getting stuck in together
University of Waikato, Hamilton
Wednesday 18th – Friday 20th April 2012

Overview and Aims of Annual Conference

The conference has three general aims:

- to report research in, cooperative education in New Zealand.
- to report on best practice & innovative features
- to debate topical issues

It also is intended the conference may help practitioners involved in work integrated learning and NZACE members enhance their research capability.

Papers for Conference

Reflecting these aims, the annual conference 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).

Abstracts - due 30th November, 2011

They should be sent by email to info@nzace.ac.nz as a one page structured abstract. Abstracts will be published online and in the conference proceedings. See structured abstract format.

Papers for proceedings – due 28th February, 2012

All conference papers intended to be published in the proceedings - either best practice, topical issues, or research - must be submitted to info@nzace.ac.nz. Papers must not exceed five pages or 1500 words, and will undergo peer review. The paper structure will be the same as the abstract.

Work presented at the conference does not have to appear in the conference proceedings.

Authors may then produce a more substantial paper for publication in a journal. Of particular interest may be the Asia-Pacific Journal of Cooperative Education (APJCE) which represents a forum for publication of research, best practice and topical issues of relevance to researchers and practitioners of work-integrated learning with a focus on the Asia-Pacific region.

Best Practice & Topical Issues

Presentations for the best practice stream should report on issues of interest to a broad range of cooperative education practitioners (e.g., assessment issues in co-op, encouraging reflective practice in co-op students or innovative or new practices 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 be supported by relevant literature and discuss implications of the issue or innovation/practice and how it might inform and improve co-op practice generally. The abstract and paper should include the following sections:

- Title
- Authors
- Group/institution
- Background/program
- Unique features/issue
- Discussion/argument
- Conclusions/implications

Research Stream

Presentations for the research stream must report original research. The presentation can consist of preliminary findings, but should include a good description of the methodology, the basis or justification for the work, and a comprehensive review of the literature. The presentation should also discuss the implications of the research and how it might inform or improve co-op practice generally. The abstract and the paper should include the following sections:

- Title
- Authors
- Group/institution
- Background/context
- Aims
- Methods
- Results/discussion
- Conclusions/implications

Presentations

Presentations will be 20 minutes in duration, followed by 10 minutes for questions/discussion.

Presenters are asked to email copies of their presentations and any documents to info@nzace.ac.nz no later than 10th April 2012.

Before the conference begins PowerPoint presentations will be uploaded in the appropriate lecture rooms and hand-outs will also be copied ready for distribution.

***For further information contact:
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Structured Abstract Templates

Best Practice & Topical issues

Title:
Authors:
Group/Institution:
Background:
Program:
Unique Features:
Discussion/Argument:
Implications/Issues:

Research

Title	
Authors	
Group/Institution	
Background/Context	
Aims	
Methods	
Results	
Conclusions/Implications	

Examples

Example of best practice abstract

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

Example of research abstract

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.
Aims: 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).
Methods: 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.