

ACEN National Conference 2010



Work Integrated Learning (WIL): Responding to Challenges

September 27 – October 1 2010

Curtin University, Bentley Campus
Perth Western Australia

ACEN 2011 Scholarship

The ACEN Scholarship aims to support students who face economic hardship in undertaking a work integrated learning/ internship placement. In 2011 the ACEN Scholarship will award three \$1000 scholarships. Applications will be opening soon. Further information and scholarship guidelines will be available on the ACEN website after the conference. (www.acen.edu.au)



Message from the Chair Conference Program Committee

The Australian Collaborative Education Network (ACEN) 2010 National Conference, held at Curtin University, in Perth, Western Australia, promises to be a great success. With in excess of 115 delegates and papers the program offers a wonderful cross-section of research in the area of work-integrated-learning (WIL) in its many forms.

The official program commences on Wednesday 29th September, 2010, with a range of symposia, papers and vignettes being presented. The presentations are spread across five parallel sessions across the three days of the conference. In total we have 121 presentations, which indicates a very full and comprehensive program.

In addition to the paper presentations the program is supported through the keynote addresses of Professor Mantz Yorke, Ms Mary Hicks and Mr Peter Tyree. Professor Yorke will also be hosting a Keynote Workshop following his presentation on Wednesday morning for those interested in engaging with his ideas further. Further to these the program also contains three panel discussions with focus on emergent topics in WIL.

The conference program contains 54 full-refereed papers. This represents an acceptance rate of 80% of submitted papers for review.

To ensure the smooth running of the program presenters are encouraged to have their presentations already loaded and ready to go in each of the rooms they are to be presenting in. Adherence to the schedule is critically important for such a full program, with presenters and delegates needing to be punctual to the presentations and not exceeding their allotted time.

All in all, it is expected that this conference will provide a comprehensive review of current practice and research in the area of WIL in Australia and that growing from this experience will be greater collaboration moving forward to an interesting future in this area. I would like to express my gratitude to all presenters and delegates for the contribution you will make to this conference and hope that you receive the full benefit of being able to engage in such a diverse and interesting array of ideas.

Matthew Campbell
Chair Conference Program Committee

ACEN National Conference Organising Committee

- **Matthew Campbell**
Lecturer - Professional & Educational
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Australian Catholic University
- **Rick Cummings**
Manager – Educational Development
Murdoch University
- **Jim Elliott**
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- **Megan Le Clus**
Lecturer - Edith Cowan University
- **Freny Tayebjee**
Manager Careers & Cooperative
Education
University of Western Sydney

The organising committee also acknowledges the preliminary work done by Mrs Jennie Walsh in preparing for this conference.

ACEN National Committee

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Keynote Speakers



Mantz Yorke

Mantz Yorke's early career was in teaching and teacher education, after which he turned to staff development and educational research at Manchester Polytechnic. He then spent six years as a senior manager at Liverpool Polytechnic followed by two years on secondment as Director of Quality Enhancement at the Higher Education Quality Council. He returned to his institution in 1994, continuing as Professor of Higher Education. Following retirement in 2005, he is Visiting Professor in the Department of Educational Research, Lancaster University.

He has worked on various projects related to graduate employability, the most significant of which involved membership of the Enhancing Student Employability Co-ordination Team [ESECT] whose activities spanned higher education in England (and spread further afield).

This work led to his general editorship of the Learning and Employability series of publications by the Higher Education Academy.

In addition to working on employability, he has researched, presented and published on various aspects of higher education,

including the first year experience, retention and assessment.



Mary Hicks

Ms Mary Hicks is the Director of Employment, Education and Training for the Australian Chamber of Commerce and Industry (ACCI). In this position Ms Hicks plays a catalytic role in consulting with ACCI business and industry member organisations to develop employment, education and training policy and in representing ACCI views with stakeholders. She provides leadership and support to ACCI member organisations in this process.

Previously Ms Hicks was a senior secondary school teacher and has also worked in Government and business. Ms Hicks has extensive community experience including work with the Alliance Francaise. She was awarded the National Order of Merit by the President of France for her services to the study of French in 2005.

Ms Hicks has a well-rounded background and an extensive knowledge of the needs of business and industry. She is committed to and passionate about achieving quality outcomes in employment, education and training for the benefit of the Australian community.

She is the Deputy Chair of the National Quality Council of the Ministerial Council for tertiary Education and Employment, a member of the Australia Pacific Technical College Advisory Group, the Skilled Migration Consultative Panel, Mature Aged Consultative Forum, Green Skills Forum and on the Board of World Skills Australia.



Peter Tyree

Peter is the former Chairman of the Tyree Group of Companies, one of the largest non public companies in Australia. As an Electrical Engineer he has attained a diverse knowledge in the areas of energy, waste water treatment facilities, and electrical conductors. Peter's "give to society" attitude has seen him work in charitable and industry bodies as well as keeping long term relationships with several universities.

In his relationships with universities, his involvement has been as a member of a number of "visiting" Committees, School and Faculty Advisory Boards and Foundations, particularly the University of Wollongong, University of Sydney and the University of NSW, each of which has given Peter deep insights into how important the Business/ Higher Education relationships are. Peter took on the role of President, Business/ Higher Education Round Table in February 2010.

ACEN Conference Panels

Panel 1

Collaboration and Engagement with external stakeholders: Challenges and benefits for the university community.

Wednesday 29 September 1pm to 2.15pm

Venue: Tim Winton Lecture Theatre Building 213

This session will provide an opportunity for delegates to explore strategies for enhancing relationships with external stakeholders. This is an interactive session with an expert panel consisting of student, industry and University representatives.

Chair: Professor Ian Goulter, Vice Chancellor and President of Charles Sturt University.

Panel Members:

Panel Members:

- Natasha Seymour: Student
- Industry Representative:
KarlyGeorge, Recruitment Consultant
Ernst & Young (to be confirmed)
- Dr Paul Stonely:
CEO World Association for
Cooperative Education (WACE)
- Professor Brenda Cheridnichenko:
PVC (Engagement, Equity and
Indigenous), Executive Dean, Faculty
of Education and Arts, Edith Cowan
University
- Dr Ranil Corey:
Lecturer, School of Public Health,
Curtin University

Time	Room 211.226	Room 211.222	Room 211.223	Room 211.221	Room 211.230	Room 209.131	Room 209.133	Room 213.104	Room 213.101
2.40pm – 4.15pm	<p>Faux, J. - Evaluating teaching quality through measures of learning approach, satisfaction and attainment</p> <p>Clinton, I. & Thomas, T. - Learning in the Community: Student Experience of Community Service</p>	<p>Devenish, I. - Industry based first year Engineering Projects</p> <p>Matulic, M. - Careers on the Move- Industry Connect</p> <p>Boland, G. - Integrating community organisations with Enterprise Education in a tertiary institution: Useful strategies and resources.</p> <p>Aronson, G. & Hutterer, A. - Kindred Spirits: Partnerships in Music Education</p>	<p>Whelan, B., Oliver, B., Hunt, L., Hammer, S., Jones, S. & Pearce, A. - Capturing stakeholder perceptions of graduate capability development: Challenges associated with Graduate Employability Indicators</p> <p>Drysdale, M., Johansson, K., Svensson, L. & Waller, G. - An International Opportunity for Research Examining the Psychological Outcomes of Cooperative Education and Work Integrated Learning</p>	<p>Maire, J. - Extending Knowledge Through a Structured Post-placement Seminar</p> <p>Fitch, K. - Developing professional relationships: Student perceptions of a real client project</p>	<p>Patrick, C., Peach, D. & Kay, J. - Comparison of models of work integrated learning</p>	<p>Owen, S., Stupans, I., Ryan, G., McKaige, L. & Woulfe, J. - Professional Development and Using National Collaborative Workshop Approaches for Creating Online Repository Tasks for Quality Experiential Placements</p> <p>Leong, R. & Kavanagh, M. - A literature review of Work Integrated Learning (WIL) in accounting: developments in the last decade and future directions</p>	<p>Bandarsnake, S. & Willison, J. - Work Skills Development Framework (WSD): An innovative measure of WIL</p> <p>Moore, J., Purcell, M. & Patrick, R. - How well does a practicum prepare health promotion graduates for the real world?</p>	<p>Middleton, H. - WIL units as a vehicle for learning about social inclusion</p> <p>Harvey, M., Coulson, D., Winchester-Seeto, T. & Mackaway, J. - Exploring the Evidence for the Role of Reflection for Learning through Participation</p>	<p>Nagarajan, S. & Edwards, J. - The role of universities in preparing work-ready IT graduates</p> <p>Broons, B. - Taking WIL Programs from niche to the masses.</p>
		<p>Brewer, M. & Jones, S. - Extending the Boundaries: Capacity Building for Inter-professional Practice Fieldwork Placements through Partnerships</p> <p>Liew, W. & Ong, W. - Curtin International Internship Program</p>	<p>Moore, J. & Pascale, K. - Goodwill for good practice: Developing effective no-cost WIL partnerships</p>	<p>Holloway, D. & Holloway, D. - Work Based Business Learning: A Murdoch Business School case study</p>		<p>Whyte, A. - The role of tertiary education in integrating professional contribution in the multi-disciplinary building design team</p>	<p>Khan, S. & Brunner, J. - Can we rely on the workplace to bridge the theory-practice gap in Planning?</p>	<p>Pitard, J. - The role of reflection in learning processes to enhance assessment in WIL</p>	<p>McNamara, J. et al. - Work integrated learning as a component of the capstone experience in undergraduate law</p>

A literature review of Work Integrated Learning (WIL) in accounting: developments in the last decade and future directions

RAYMOND LEONG

University of Southern Queensland

MARIA KAVANAGH

University of Southern Queensland

Background: Work Integrated Learning in accounting in Australia has been around since the early 1970s. However despite this, educators and practitioners alike still grapple with the notion of how best to develop graduate employability skills through this program. This review will focus on the developments in the literature for the past decade in terms of models and learning outcomes and endeavour to illustrate the impact of WIL on the accounting education community.

Aims: To provide a literature review on the developments in WIL in the discipline of accounting in Australia, New Zealand, United Kingdom and the United States.

Method: This literature review will look at current peer-reviewed journals and recent developments in WIL in various developed countries. It will be organised into various sub-themes to trace its development and offers suggestions on areas for further research. In particular, developments in the area of measuring learning outcomes will be investigated.

Discussion: This review gives a comprehensive overview of the state of affairs in WIL in Accounting and will be useful update to interested WIL academics and industry peers.

Conclusion: Gaps may be identified for future WIL research and investigation. New best practices and vignettes may be implemented where appropriate to enhance students' placement experiences and enrich their learning.

Keywords: Work Integrated Learning; Internship; Literature review; Accounting.