

Introductory keynote:

The National WIL Strategy

Judie Kay, ACEN, RMIT University
Renee Kyle, Universities Australia

A National WIL Strategy has been developed by ACEN in collaboration with Universities Australia, Australian Chamber of Commerce (ACCI), Australian Industry Group (AIG) and the Business Council of Australia (BCA). Australia's future depends on strong partnerships. Enterprises, educators and the community, working together, improve the quality and capacity of our education systems and the innovation, breadth and competitiveness of our economy. These linkages are crucial if we are to succeed in meeting the challenges and opportunities presented by rapidly changing global realities.

Session 4:

Monitoring and Assessment of Students on Practicums

Sally Selwood, Victoria University of Wellington

This session will outline the processes and administrative practices Victoria University of Wellington (NZ) uses to monitor, assess and support students on practicum and their mentors.

It will address:

- The way students are monitored and provided with feedback throughout the practicum by their mentors;
- The forms of support and guidance the university provides to the student and mentor;
- The process of review of the practicum and its rationale;
- Issues arising from the experience and implications for future practice.

Session 5:

Beyond the Paper-based Form: Evaluating WIL (break-out, 1 hour)

Facilitated by: Dr Ricky Tunny, QUT, NAFEA

Evaluating and assessing WIL activities is crucial to understanding students' engagement with authentic learning activities as well as the outputs and outcomes of this engagement. Implementation of an online assessment tool is essential to manage data associated with WIL and to ensure that feedback is incorporated in continual improvement cycles. This session will explore the benefits and challenges of utilising an online assessment tool to evaluate and to assess student experiences, including the quality of workplace supervision.

Session 6:

The Impact of Appropriate Support on Placement

Carol-joy Patrick, Griffith University

Placement can be a new and potentially confronting experience for students who are experiencing professional practice outside the borders of their comfort zones. Because of this, placements offer opportunities for deep and transformative learning that transcends students existing frameworks of content learning in their discipline. This provides educators with both the responsibility and opportunity to capitalise on these experiences to support and engage students through the learning process. This paper explores two types of support and guidance for placement students, pastoral and academic; and how they can be used to enhance the student's placement experience and help develop autonomous and agentic learners. Through the use of a placement program case study the impact of effective support and guidance is clearly illustrated. It highlights how students that access the available support were more likely to work autonomously, recommend the experience to other students and complete their internship successfully.

Session 7:

Adventures on the Road: Driving Paramedic Clinical Placements beyond Urban City Limits

Lisa Hurring, Central Queensland University

The paramedic clinical placement facilitates experiential learning in the authentic prehospital environment. Students are typically placed with statutory ambulance services in urban locations; whilst providing a high clinical workload, this delivers a narrow scope of experience not representative of the breadth of paramedic practice. Furthermore urban placement availability is increasingly threatened by rising student numbers and widespread oversubscription. Since its inception, the CQUniversity program has included rural placement throughout country Queensland, and extracurricular international placements in USA and Britain. These offerings are now being expanded to include industrial placement on mining sites, placement in remote communities of Northern Territory, and additional international tour options. This presentation explores these diverse placement arrangements from the perspectives of both course coordinator and student paramedics. Discussion includes comparison of learning outcomes, the benefits of rural placement for both students and rural workforces, the challenges of facilitating novel placements, and feedback on the student experience.



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Session 8:

Extending Assessment beyond Skill Competency. Professional Induction as a Mechanism to Improve Undergraduate Teacher Retention

Associate Professor Dean Cooley, Federation University
Dr Scott Pedersen, University of Tasmania

In Australia, the teaching profession is faced with the prospect that teacher education is no longer a popular choice among young people. This is problematic as the teaching workforce is at an average age of 43.4 years, with the proportion of teachers aged 50 or above at 39 per cent. Thus for the profession, retention of teacher candidates in ITE programs is critical to ensuring sustainability. At present retention rates in ITE programmes from year 1 to 2 ranges from 67 to 83 per cent. More alarming are graduate attrition rates of 30-40 per cent within the first five years. The literature draws attention to notion that retention to a profession has to extend beyond assessment of candidates' competency against a range of set standards. In particular, data from other professions indicate that quality of a professional induction received by newcomer professions is predictive of retention and perceptions of success. This presentation will report on the development of a theme based WIL placement designed to provide a professional induction for teacher candidates as a means of increasing their perceptions of satisfaction with their WIL experiences and decreasing their intention to quit.

Session 9:

Bringing Rural Placements Back within the Borders (Panel Session, 1 hour)

Facilitated by: Dr Ricky Tunny, QUT, NAFEA

Panel: Jeremy Taylor, Queensland Ambulance Service
Lisa Hurring, Central Queensland University
Yvonne Thursby, QUT
Rob Cherry, Deakin University
Casey Mayne, Deakin University
Marisa Di Paola, Deakin University

A panel of key stakeholders (industry coordinator, university supervisor, university administrative coordinator and student) will discuss the benefits and challenges of rural placements. How can we offer more rural experiences to students? Are we able to get beyond the challenges? And how can NAFEA play a role in breaking down these barriers?

Session 10:

Education, Practice and Place: International Partnerships in a Pre-Service Teacher Education Course

Debra Tyler and Paul Molyneux, The University of Melbourne

This presentation focusses on Education, Practice and Place, which is offered within the Master of Teaching in the Melbourne Graduate School of Education (MGSE) at The University of Melbourne. This subject includes an on-campus teaching component and a two-week professional practice placement at school sites in India, Thailand or Myanmar, each carefully selected because of the innovative curricula they offer to children living in poverty. Two of these three partnerships are now in their sixth year and are deepening and strengthening each year. This session, presented by the subject's coordinators, will detail – through data they have collected longitudinally – how the Australian teacher candidates work collaboratively with local staff in their placement schools, and what the outcomes are for those who participate. Ultimately, the subject emerges as an effective introduction to global education, building perspectives and understandings of place-based pedagogies, and enhancing the cross-cultural sensitivities needed for graduate teaching.

Session 11:

NAFEA Website (break-out, 30mins)

Facilitated by: Laura Zubair, University of Southern Queensland, NAFEA; Katherine Theobald, QUT, NAFEA

Feedback from the 2015 NAFEA Conference indicated that the then website was not sufficient in supporting and assisting members. Based on this feedback, 2015–2016 has seen the building and launch of the new NAFEA website. Specific feedback is now sought to help develop the site further to ensure that it best meets members' needs. This session will discuss the future use of the website and the site feedback responses collected via GoSoapBox before and during the conference.

Keynote Presentation:

New Colombo Plan

Michael Bergmann, Director Private Sector Engagement, New Colombo Plan, Department of Foreign Affairs and Trade

The New Colombo Plan is a signature initiative of the Australian Government which aims to lift knowledge of the Indo Pacific in Australia by supporting Australian undergraduates to study and undertake internships in the region. The New Colombo Plan involves a scholarship program for study of up to one year and internships or mentorships, and a flexible mobility grants program for both short and longer-term study, internships, mentorships, practicums and research.

InPlace Keynote Presentation: Innovative Practices Using Analytic Tools

InPlace, QuantumIT

The InPlace team will demonstrate how analytic tools can be utilised to improve practices and provide innovative solutions.



Session 13:

Opening Up the Horizons: PSTs in Alternative Placement Settings

Sharon Davis, Federation University

Faculty of Education and Arts at Federation University Australia has been involved in expanding the educational experiences of Pre-Service Teachers (PSTs) within our Programs for many years. To this end, we seek to offer Professional placements that challenge PSTs' ideas of education so that they can develop a more mature understanding of their own practice. To achieve this, we have formalised a process whereby all PSTs within our major Education Programs are offered the opportunity to participate in a non-standard placement within a diverse range of options. Over the past 6 years, these placements have become a significant feature in PSTs' choice of universities and, despite the resourcing required to operationalise the placements, have become a permanent feature of our students' experiences. This transformative program challenges PSTs and staff to look at alternative placement opportunities in imaginative and critical ways, and adds value to our Graduates' repertoire of skills.

Session 14:

Can Employability Be Usefully Measured?

Sue Elston, The University of Melbourne

We're in a world of measuring almost anything — technology has made it possible and limited funds have made it necessary. Industry, organisations and governments require empirical data to make informed decisions about their operations. What is measured can now involve highly complex human behaviours such as how happy we are as a society.... and how employable we are. This session will outline a student self-assessment employability tool being developed at The University of Melbourne. Originally based on the Australian Government's Core Skills for Work Framework, it provides a matrix of defined levels of capacity in employability and a self-assessment reflective exercise for students. Over the last four years, this tool has been applied to pre and post intensive WIL experiences to measure the impact of the experience on students' employability, its value for students to understand their capacities, and to inform future decision making within the Careers Centre and faculties.

Session 15:

Australian Volunteers International Risk Management Workshop (break-out, 1 hour)

Ram Ramzan and Treaisa Rowe,
Australian Volunteers International

AVI is an independent not-for-profit organisation committed to supporting positive and sustainable people-led change. AVI has been at the forefront of international volunteering for over 60 years, and has provided over 10,000 Australians the opportunity to work in 89 developing countries. As a leader in delivering youth and university projects over 800 university students have taken part in placements designed collaboratively with university partners and another 300 through our AVI Youth Program. AVIs experience managing programs specifically for this demographic ensures that partners, placements and all policies and procedures are designed to minimise and manage risk while allowing participants to get the most from this unique experience. We will take you through the AVI risk management steps. This in a 360 degree approach that informs your decision making processes, prepares you for a crisis and supports your duty of care responsibilities in a global context.

Session 16:

Beyond the Curriculum: External Factors Affecting Student Placements (break-out, focus group, 1 hour)

Facilitated by: Dr Deanna Grant-Smith, QUT

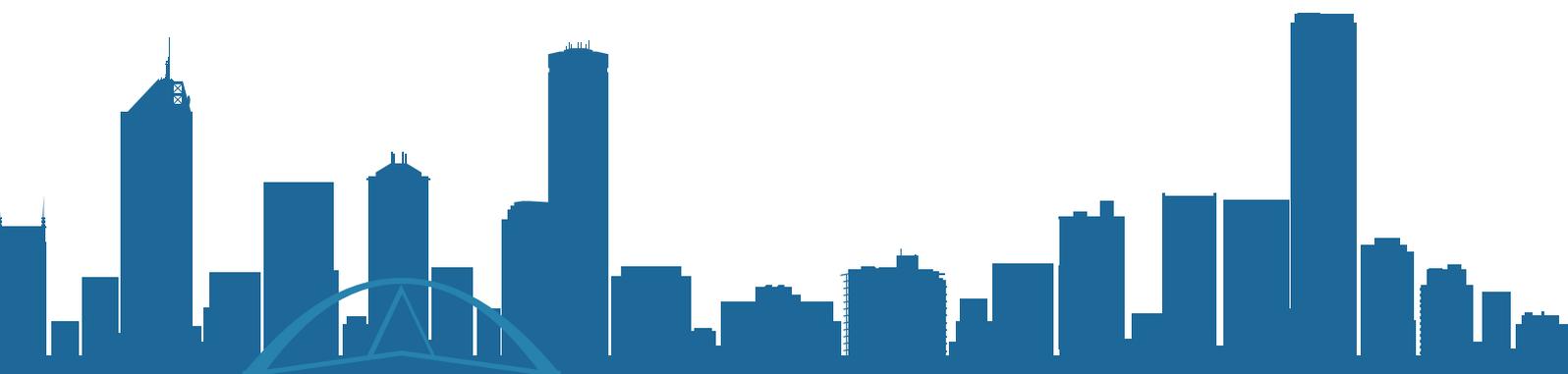
Dr Jenna Gillett-Swan, QUT

Dr Ricky Tunny, QUT, NAFEA

Katherine Theobald, QUT, NAFEA

The majority of literature on students' experience of placement examines the curriculum and academic support available. Very few studies have looked at the influence of a student's life on their placement experience and the placement experience on a student's life. What are these factors and how viable is it for students to be expected to go 'beyond the borders' when they are struggling with the 'normal' placement experience? This focus group will provide an opportunity to discuss the challenges of placement for students and administrators, the available support for students and how we can accommodate external factors in the administrative organisation of student placements.

Please be aware that this break out session will be audio-recorded and to participate you will be required to complete a consent form. Please note that this study has been approved by the QUT Human Research Ethics Committee (approval number 1600000649).



2016 NAFEA Conference

Beyond the Borders

Closing Keynote:

Field Experience: International Student Experiences in Australia

Dr Kay Hartwig, Griffith University

Associate Professor Dawn Joseph, Deakin University

Many university programs in Australia undertaken by international students include a field experience (work placements, practicum, work-integrated learning, internships). This component of the program provides teaching and learning opportunities for international students to socialise into workplace settings often in unfamiliar cultural contexts. This presentation draws on data from an Australian Office for Learning and Teaching (OLT) Innovation and Development grant that examined improving work placement for international students, their mentors and other stakeholders across six universities. An outcome of the project was a 'model' developed by the team. This will be discussed taking into account the relationship between the concepts of internationalisation, professional socialisation and reflection. Ideas and recommendations on how to improve international students' experience during the placement will be shared.



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