

**Supporting Presenter:** Ms. Maureen Dumas, Vice President of Experiential Education & Career Services, Johnson & Wales University (U.S.)

**Title:** “Examining the Learning Value of an Internship Program: an Overview of a Comprehensive Assessment System for Internships”

**Abstract:** This workshop will provide participants with an overview of a comprehensive internship assessment system that has served thousands of students to date at multiple campuses in the United States. Discussions include an overview of system design and methodology, a review of how the system was implemented including a timeline, a summary of lessons learned, and the overall successes and challenges associated with implementation. Participants will be provided with a demonstration of how the University moved from vision to implementation and how data obtained from assessment is used to enhance programs and experiences for students. During intervals in the program, participants will share their perspectives, be asked to offer evaluative comments about the system, and provide examples of how they would proceed or have proceeded with implementing a assessment of internship programs at their institution.

**Keywords:** Internship, Assessment, Student Learning, Employer Ratings of Students, Outcomes Assessment

**Presenter:** Mr. Mustafa Sualp, President and CEO, Untra Academic Management Solutions, LLC (U.S.)

**Supporting Presenters:** Dr. Craig Bach, Vice Provost for Institutional Research, Assessment, and Effectiveness, Drexel University (U.S.); Dr. Donald McEachron, Drexel University Research Professor & Associate Director, School of Biomedical Engineering, Science & Health Systems (U.S)

**Title:** “Innovating Data Collection Practices to Promote Continuous Quality Improvement”

**Abstract:** The expectations for higher education to produce industry-ready professionals are on the rise and institutions need to justify that educational experiences are improving to mirror those rising expectations. Such justifications are rooted in assessment - understanding what students are learning, what teaching methods are most effective, and how well educational practices are preparing students for their careers. Each class of students that passes through an engineering program is unique and the processes used to discern student learning must be flexible and sustainable. This session will demonstrate methods to actively engage administrators, faculty, students, alumni and industry to improve assessment processes while facilitating accreditation documentation. The AEFIS Solution Platform hosts modules to implement these methods including direct (embedded) and indirect (survey-based) assessment management that participants will be able to interact with during this session. Development backed with academic collaboration and research allows the platform continues to grow to meet institutional needs.

**Keywords:** assessment, accreditation, program evaluation, continuous quality improvement, closing the loop

**Presenter:** Leif Karlsson, Senior Lecturer, Kristianstad University (Sweden)

**Supporting Presenter:** Professor Stephen Crump, University of Newcastle (Australia)

**Title:** “To educate reflective and critical professionals, a continuing pedagogical challenge in the twenty first century”

**Abstract:** Work Based/Placed Learning should not just introduce the students to a future professional role, but, in doing so, should be structured to retain the core elements of Higher Education learning through stimulating a critical and reflective attitude as well as aiming to fully develop the diversity of skills needed to encode, decode, ponder, interpret, evaluate and reach decisions about knowledge and practice. Learning at both the university and during the work-placed period might require students to adjust to routines and rules, but should also require them to exercise critical thinking that challenges status quo on the basis of a scientific approach to learning. Such a point of departure means that

fundamental higher education pedagogical issues are put in focus. The Workshop will discuss different ways to address these pedagogical challenges drawing on the experience from the participants own pedagogical practice in or/and out of campus.

**Keywords:** Higher Education, Critical reflection, Professional competence, Pedagogical practice

**Presenter:** Seanna Kerrigan, Capstone program Director, Portland State University (U.S.)

**Supporting Presenter:** Vicki L. Reitenauer, Instructor of University Studies and Women, Gender and Sexuality Studies, Portland State University (U.S.)

**Title:** “Facilitating Critical Thinking in Cooperative Education Settings”

**Abstract:** What forms of thinking best serve teachers and learners in cooperative educational settings?

In this session, the director of a comprehensive, university-wide service-learning program and an instructor of both service-learning courses and courses employing feminist and social-justice pedagogies will explore modes of thinking that support students as they work across difference to put intellectual concepts into practical application.

Following the work of developmental psychologist Blanche McVicker Clinchy, the presenters will offer views on framing and practicing critical thinking as “connected knowing,” a mode of cognitive engagement that requires participants to augment purely critique-based methods of thinking with modes of thinking that bring participants into relationship with each other; encourage the development of understanding why and how individuals have come to hold their perspectives; and forge cooperation in the construction of shared knowledge that rests on the foundation that this engagement with difference provides.

The presenters will frame this session through a contextualization of their own work developing, teaching, and administering courses that deploy community-based, social-justice, and feminist pedagogies; offer opportunities for reflection on our own experiences of being met as thinkers and encouraged to expand our abilities to meet, think, and work collaboratively with others; and facilitate discussion among participants and the sharing of insights and best practices in framing alternative modes of critical thinking in the service of cooperative education.

**Presenter:** Carol-joy Patrick, Coordinator, Service Learning, Griffith University (Australia)

**Supporting Presenters:** Judie Kay, Assistant Director Careers and Employment, RMIT (Australia); Calvin Smith, Senior Lecturer, Griffith University (Australia)

**Title:** “Developing a master class concept to develop and enhance distributed leadership for work integrated learning practitioners”

**Abstract:** Work Integrated Learning (WIL) provides rich and relevant learning through a partnership between universities and employers. This workshop will outline progress on a national Australian Project on WIL leadership. It will explore identified dimensions of competencies, capabilities and capacities of WIL leadership in the Australian context which specialises in discipline-based integration of the workplace experience and will support participants to identify mechanisms to enhance their WIL leadership in a global context through a distributed leadership approach. Through a collaborative approach to building knowledge, the capability and capacity of experienced WIL leaders in the university and workplace will be harnessed to identify the potential for improved student outcomes. Having established how and where WIL leadership is situated, the workshop will identify the critical challenges to WIL leadership capabilities and structures and identify how a master class concept that models and employs a distributed learning approach can enhance WIL leadership. The authors will reflect and share dimensions relevant in an international context from the Australian experience in the development of this master class approach to developing distributed leadership.

**Keywords:** distributed leadership, work integrated learning, master class, leadership development