Work Integrated Learning Among Gen Z and Y Conference
Key details

Supported by ESREA, Pearson College London will host an international book-launch conference on work integrated learning, taking place on 29th April 2021.

DATE AND TIME
The Conference will take place on 29th April 2021 at 09:00 – 12:00 (BST), and again at 17:00 – 20:00 (BST)

The conference will be duplicated to allow for participation from different time zones to join us.

ABOUT
Pearson College London, part of Pearson, a FTSE 100 and global education company, will host an international conference in April to celebrate the publication of a new book, which focuses on work integrated learning. The book is edited by Paulette Annon form the London School of Economics and Pearson College London Business School tutor Dr Trevor Gerhardt.

The new publication, Applications of Work Integrated Learning Among Gen Z and Y Students, contains 13 chapters from practitioners from the US, Canada, UK, Italy, France, Cyprus, India and Australia. The anticipated publication will be complemented with the virtual conference on 29 April.

AGENDA
Supported by the Working Life and Learning Network of the European Society for Research on the Education of Adults (ESREA), the conference agenda comprises speakers who have authored chapters in the new publication, including the president of the World Association of Cooperative Education (WACE), Dr Nancy Johnston.

Sessions and speakers

- Beyond Discipline-Based Work-Integrated Learning Placements in Engineering and Science
  Dr Stuart Palmer and Dr Karen Young

- Putting Industry into WIL Teaching Praxis Engaging Creative Industries for Lifelong Employability
  Mr Jeff Naqvi

- The Acquisition of Skills and Expertise - Work Based Learning
  Dr Joanne M Gosling

- Preparing Gen Y & Z for the Future of Work Through Co-operative Education: A Case Study on the University of Waterloo
  Dr Judene Pretti and Dr Norah McRae

- Entrepreneurial Work-Integrated Learning
  Dr. Alon Eisenstein and Ms Neta Raz

- A Critical Analysis of Multi-logical Synergies
  Dr Trevor Gerhardt, Ms Ashton Walls and Mr Frasier Crouch

- Designing Work-Based Learning Approaches for Gen Y, Gen Z and Beyond
  Dr Paula McIver Nottingham

- Examining Feedback Practices in WIL Subjects
  Ms Phoebe Rankin, Dr Bonnie Amelia Dean and Prof Michelle J Eady

- From graduate to employee - the birth of the fully-fledged lecturer A case study of the Teaching Fellows Programme
  Ms Paulette J. Annon, Mr Maurice Lukadi and Mrs Annette Warner

- Practices and perspectives of first-year WIL activities: A case study of primary teacher education
  Mrs Hannah Milliken, Prof Michelle J Eady and Dr Bonnie Amelia Dean

- Global Calls to Action for Work Integrated Education: The WACE Charter and Applications for Gen X and Y
  Dr Nancy Johnston

- Developing Gen Y Competencies for the New Work Environment Comparing and Contrasting Four Work Integrated Learning Approaches across National Contexts
  Dr Pierre Faller, Dr Irina Lokhchina, Dr Andrea Galimberti and Dr Elzbieta Sanojca
## Programme

The event will proceed as follows:

Welcome and Introductions (5 minutes) – Dr. Trevor Gerhardt, Nathalie Peach, Paulette Annon
Opening address: An Introduction to the Working Life and Learning Network, ESREA Prof. Bernd Kaeplinger (20 minutes)
Conference streams explained (5 minutes) – Dr. Trevor Gerhardt

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| Stream 2 | Beyond Discipline-Based Work-Integrated Learning Placements in Engineering and Science (Australia) | Designing Work-Based Learning Approaches for Gen Y, Gen Z and Beyond (UK) | Examining feedback practices in WIL subjects: A case study (Australia) |

| Stream 3 | Putting Industry into WIL Teaching Praxis: Engaging Creative Industries for Lifelong Employability (Australia) | Entrepreneurial Work-Integrated Learning (Canada) | From graduate to employee – the birth of the fully-fledged lecturer: A case study of the Teaching Fellows Programme (UK) |


Closing address: Roxanne Stockwell, Principal Pearson College London (20 minutes)
Conference closure and thanks (5 minutes)

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I'm delighted that Pearson College London is hosting this international Work Integrated Learning conference. Work Integrated Learning, and our partnership with employers, is at the heart of what we do at the College. The spectrum of work integrating learning activities we engage with range from guest lectures and mentorship, through curriculum design and assessment, to internships and professional experiences. We are pleased to support experts from around the world to collaborate at this exciting event.

Roxanne Stockwell,
Principal, Pearson College London
### Educational Concepts and Theories

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### Types of WIL

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### Educational themes and organisations

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**Conference closure** | ‘Coffee’ networking room – open during the duration of the conference

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**Closing address** | Roxanne Stockwell, Principal Pearson College London (20 minutes)
Practices and perspectives of first-year WIL activities: A case study of primary teacher education

Session overview

This session will describe the findings of the chapter in regards to WIL in first year subjects.

Prof. Michelle J. Eady
Associate Professor, University of Wollongong

Michelle J. Eady is an Associate Professor in the School of Education at the University of Wollongong, Australia. She is a HERDSA and ISSOTL fellow, a senior fellow of the HEA and holds a national teaching citation for her work in quality teacher preparation. Her research interests include the Scholarship of Teaching and Learning (SoTL), Work integrated learning (WIL), Distance Learning/Synchronous Technology, Aboriginal Studies and other current issues in Education. Associate Professor Eady has had the pleasure of speaking at conferences worldwide and looks forward to collaborations with colleagues who have a passion for teaching and learning.

Dr. Bonnie Amelia Dean
Senior Lecturer, University of Wollongong

Dr. Bonnie Dean is a Senior Lecturer at the University of Wollongong, specialising in teaching and learning in higher education. Bonnie is an active researcher in work-integrated learning and sits on the ACEN Board of Directors, the Australian network for WIL advocacy.

A Critical Analysis of Multi-logical Synergies

Session overview

A layered conversation covering research about Gen Y and Z perceptions regarding leadership and ethics in the workplace but also how the authors producing this research (Gen Y authors) reflect upon their own WIL experience of their degrees. Their supervisor therefore also reflects upon his role in WIL supervision.

Dr. Trevor Gerhardt
Freelance Senior Lecturer

Experienced training, educational and professional development pracademic, researcher and publisher with expertise in Work Integrated Learning programme and curriculum development, consultancy and training.

www.drtrevorgerhardt.com

Ashton Wallis
Search Engine Marketing Executive

A recent BA (Hons) Business Management graduate, from Pearson College London, who is currently working as a Search Engine Marketing Executive at Escaping Gravity.

Frasier Crouch
Customer Insights Manager

Recently completed a BA (Hons) in Business studies and now working towards achieving a CMI accreditation to finalise the apprenticeship. Currently working as a Customer Insights Manager at IRI, while managing two apprentices.
Global Calls to Action for Work Integrated Education: The WACE Charter and Applications for Gen X and Y

Session overview

Introducing the World Association for Co-op and Work Integrated Education's (WACE) Global Charter and related Calls to Action for scaling up quality WIL around the world. Work integrated learning models/approaches are presented as effective strategies for addressing many issues of global concern, including the challenges of managing multi-generational workplaces. Join us to learn more about this international WIL initiative, the challenges and calls to action articulated in the Charter, and the opportunities to address intergenerational issues at the international level through these programs.

Dr. Nancy Johnston
VC Charter Initiatives, WACE
Past President, WACE
Adjunct Professor, Simon Fraser University

Dr. Nancy Johnston is the past President of the World Association for Co-operative and Work Integrated Education having completed her career at Simon Fraser University in Vancouver, BC Canada, in the role of Vice Provost Students and International ProTem. She now works as a consultant within the tertiary system as well as actively researching and publishing in the work integrated learning (WIL) field. Nancy also currently holds an adjunct professorship in the SFU Faculty of Education where she teaches in the areas of experiential and work integrated learning and works with graduate students.

Beyond Discipline-Based Work-Integrated Learning Placements in Engineering and Science

Session overview

The Australian census data, show that many Australian engineering and science graduates from generation Y work outside of their fields of study, and that many of them will have had to if they wished to work at all. For generation Z students a broader conception of WIL in science and engineering is needed if they are going to be adequately prepared for post-graduation employment. This presentation details a program example of how an out of field WIL placement, offered as an elective unit, can be implemented for engineering, science, and other contexts without requiring major changes to existing curricula.

Dr. Stuart Palmer
Analytics Consultant with WorkSafe Victoria

Dr. Stuart Palmer is an Australian professional engineer. He practiced in consulting engineering for a decade before joining the School of Engineering at Deakin University. There he lectured in engineering management for 12 years before taking central roles in academic development and institutional research, becoming Associate Professor of Integrated Learning in the Faculty of Science, Engineering and Built Environment. Following 24 years at Deakin University he held an academic development and research role at the Melbourne Centre for the Study of Higher Education at the University of Melbourne. He now works in the prevention analytics group at WorkSafe Victoria.

Dr. Karen Young
Academic Director, Work Integrated Learning at Deakin University

Dr. Karen Young is a Senior Lecturer in the Science, Engineering and Built Environment Faculty at Deakin University, Australia, where she is Academic Director, Work Integrated Learning (WIL). In her nine years at Deakin, she has served as Unit Chair for a range of placement-based WIL units. Karen leads an academic team to support the strategic and operational curriculum innovations associated with good practice embedded WIL approaches in a range of undergraduate and postgraduate programs. As a WIL practitioner, she applies a scholarly, action-research approach to the continual improvement of placement-based WIL innovations. Her research focus is WIL curriculum and assessment.
Examining Feedback Practices in WIL Subjects

Session overview

This presentation will share the findings of a study that explored feedback practices and support for feedback literacy development within subjects that feature Work-Integrated Learning (WIL). Thirty-four students participated in focus groups and responded to questions regarding the role and quality of feedback and feedback literacy development. Findings reveal that when students perceive activities and assessments are linked directly to their teaching (discipline) practice, that is their future careers, they are more inclined to value the feedback.

Dr. Bonnie Amelia Dean
Senior Lecturer, University of Wollongong

Dr Bonnie Dean is a Senior Lecturer at the University of Wollongong, specialising in teaching and learning in higher education. Bonnie is an active researcher in work-integrated learning and sits on the ACEN Board of Directors, the Australian network for WIL advocacy.

Prof. Michelle J. Eady
Associate Professor, University of Wollongong

Michelle J. Eady is an Associate Professor in the School of Education at the University of Wollongong, Australia. She is a HERDSA and ISSOTL fellow, a senior fellow of the HEA and holds a national teaching citation for her work in quality teacher preparation. Her research interests include the Scholarship of Teaching and Learning (SoTL), Work integrated learning (WIL), Distance Learning/synchronous Technology, Aboriginal Studies and other current issues in Education. Associate Professor Eady has had the pleasure of speaking at conferences worldwide and looks forward to collaborations with colleagues who have a passion for teaching and learning.
Putting Industry into WIL Teaching Praxis Engaging Creative Industries for Lifelong Employability

Session overview

Encouraging younger citizens into higher education is a common policy ambition of governments worldwide, but what do these younger generations find when they get there? This session will introduce a five-year case study, looking at what happened in one university when instead of viewing WIL as industry engagement, designed curriculum to engage students with themselves.

Jeff Naqvi
Program Manager, RMIT University

Jeff Naqvi is the Program Manager of the Master of Communication at RMIT University, as well as an appointed Industry Fellow. He began his career in academia with an industry guest lecture and loved it so much, never left campus! Jeff has brought his 20 years of experience as an international executive in strategy, commercial development, public relations, and branding, into classrooms since 2015. He won a grant for innovative assessment design (2019), had a WIL course recognised for Australian best practice (2020), and is currently acquitting a national grant by designing a WIL module for HDR students across five universities.

Entrepreneurial Work-Integrated Learning

Session overview

The pedagogical potential of Work-Integrated Learning (WIL) and the increased offering of entrepreneurship programs in higher education intersect in a field presented as Entrepreneurial WIL (EWIL). In this presentation, the application of WIL pedagogy to deliver the learning outcomes of entrepreneurship education will be discussed. The unique features and associated challenges that EWIL presents, particularly when compared with traditional forms of WIL experiences, are also examined, from the framework of a case study conducted on an internship-based course offered in a Canadian university, including the various factors that should be considered when developing novel EWIL programs in higher education institutions.

Dr. Alon Eisenstein
Assistant Professor of Teaching in Technology, Entrepreneurship and Professional Development

Dr. Alon Eisenstein is an assistant professor of technology entrepreneurship and professional development at the School of Engineering at the University of British Columbia Okanagan. Prior to joining UBC Okanagan in 2021, Dr. Eisenstein led the development and teaching of innovation and entrepreneurship at the University of Toronto’s Impact Centre, with particular focus on using experiential learning and work-integrated learning pedagogies. Dr. Eisenstein studied the role of critical thinking and entrepreneurial attitude in students participating in entrepreneurship education programs, and in 2019 organized and hosted the first national symposium in Canada on the topic of entrepreneurial work integrated learning.
From Graduate to Employee – the Birth of the Fully-Fledged Lecturer A Case Study of the Teaching Fellows Programme

Session overview

This session will share a case study charting the recruitment, development and experiences of trainee lecturers within higher education. Identifying with widening participation characteristics, as well as the attributes of Y and Z Generation, this study examines a programme firmly rooted in the philosophies of both Work-based Learning and Work Integrated Learning. The process of developing a professional identity, whilst understanding their personal identity was something the Fellows were not prepared for. This therefore highlights three distinct areas which crucially impacts on their development; social learning within a Community of Practice (CoP); emotional challenges of Imposter Phenomenon, and reflective practice.

Paulette Annon
Undergraduate Tutor

Paulette has over 30 years of experience providing capacity building advice and support to organisations and individuals through training and teaching in post-16 and higher education. She is committed to improving the life chances and opportunities of others, illustrating this with her commitment to serving diverse and under-represented communities.

The Acquisition of Skills and Expertise - Work Based Learning

Session overview

This session explores whether existing models of delivery equip students with skills and expertise suitable for a rapidly changing and somewhat unpredictable economy. The session offers insights from recent research exploring whether students did acquire skills and expertise as a result of their programmes of study. Two of the programmes covered by the research were located in Business schools, specifically Marketing, Events and Tourism, with the third focusing on Professional Studies. The outcome of whether students gained expertise was measured using a new conceptual model as a yardstick for analysis and discussion.

Dr. Joanne Gosling
Senior Curriculum Manager/Teaching Lead - Higher Education

Joanne is a teaching lead and expert in Work Based Curricula. She has been instrumental in the design and application of work-based programmes for major employers. Her thesis reviewed the work-based curricula since 1960. She challenges existing models of Work-Based Pedagogy, long thought to equip students with skills and expertise for the workplace by offering a new conceptual model for 21st century learners. Joanne writes in the fields of Acquiring Expertise, Work-Based Learning, Higher Education Policy, Reflective Practice and Emotional Intelligence.
Preparing Gen Y & Z for the Future of Work Through Co-operative Education: A Case Study on the University of Waterloo

Session overview

This presentation will examine how work-integrated learning can prepare Gen Y/Z for what is predicted to be a volatile, uncertain, complex and ambiguous (VUCA) future. The design and operation of the co-operative education programs at the University of Waterloo will be analyzed from the perspective of preparation for a number of trends predicted for the future of work including: advances in technology, the need for skill agility and transferability, the responsibility for adaptation, the importance of cultures that foster equity, diversity, and inclusion, the continued expansion of the gig economy, and the potential disconnect between organizational and employee values.

Dr. Judene Pretti
Director, Work-Learn Institute

Judene Pretti, PhD, is the Director of the Work-Learn (WxL) Institute at the University of Waterloo. Her leadership of WxL involves setting its research agenda and developing strong partnerships nationally and internationally. Her research has investigated the impacts of WIL for students and organizations, and in particular the connection between the work assigned to students and the outcomes of the experience.

Dr. Norah McRae
Associate Provost, Co-operative and Experiential Education

Norah McRae, PhD, is the Associate Provost for Co-operative and Experiential Education and an adjunct professor at the University of Waterloo, Canada. Through her involvement in co-operative education, work-integrated learning (WIL) and community engagement she has led strategic program development and research on the development of a quality WIL framework, student engagement, work-integrated learning, indigenous WIL and intercultural competency development. Dr. McRae has received awards for her work from Canadian associations (CEWIL 2012, 2014, 2016; CBIE 2020), the American association (CEIA 2020) and the world association (WACE 2017).

Developing Gen Y Competencies for the New Work Environment Comparing and Contrasting Four Work Integrated Learning Approaches across National Contexts

Session overview

While higher education institutions are increasingly interested in preparing a new generation of students to meet workplace demands, there is still limited research on how work integrated learning (WIL) strategies can specifically benefit Gen Y’s learning, competency development and employability. This session will discuss, compare and analyze the impact 4 different WIL strategies. We will also shed more light on some important benefits of WIL such as Gen Y’s development of self-identity, reflective capacity, and critical skills. Although different, the 4 cases presented demonstrate the importance of making space for reflection and integrating collective and individual practices in WIL designs.

Pierre Faller
Faculty Member, Columbia University Teachers College

Pierre Faller is a Faculty Member at Columbia University Teachers College and Fordham University and an experienced executive coach and organizational development expert. He teaches several graduate courses in the adult learning and leadership, educational leadership and organizational psychology programs. He also serves as an organizational development consultant and coach for organizations in the pharma, health care, and financial services sectors. He holds an EdD from Teachers College, Columbia University, an MBA from Darden Graduate Business School, University of Virginia, and is certified from the Columbia Coaching Certification Program.

Dr. Irina Lokhtina
Lecturer, University of Central Lancashire, Cyprus

Dr. Irina Lokhtina is a Lecturer in Human Resource Management and Leadership at the University of Central Lancashire, Cyprus. Irina is an active member of the European Association for Research on Learning and Instruction (EARLI), a certified trainer of vocational training, Fellow of the Higher Education Academy (UK) and co-convenor of the Working Life and Learning Network of the European Society for Research on the Education of Adults (ESREA). Irina’s research interests are related to workplace learning, mentoring, academic identity development and well-being.
Dr. Andrea Galimberti  
Researcher at University of Milano-Bicocca

Andrea Galimberti is researcher at the Department of Human Sciences for Education “R. Massa”, Bicocca University of Milan. His research interests are connected to lifelong learning and mainly focused on transitions in learning and professional careers. He explores these themes through auto/biographical methods and from systemic and constructionist perspectives. He is co-convenor of two ESREA networks: “Access, Learning Careers and Identities Network” and “Working Life and Learning Network”, he is also co-convenor of the EERA Network “Research in Higher Education

Dr. Elzbieta Sanojca  
Lecturer in Adult Education in University of Strasbourg

Dr. Elzbieta Sanojca is researcher at the Department of Human Sciences for Education “R. Massa”, Bicocca University of Milan. His research interests are connected to lifelong learning and mainly focused on transitions in learning and professional careers. He explores these themes through auto/biographical methods and from systemic and constructionist perspectives. He is co-convenor of two ESREA networks: “Access, Learning Careers and Identities Network” and “Working Life and Learning Network”, he is also co-convenor of the EERA Network “Research in Higher Education

Organising scientific committee

Dr Roxanne Stockwell  
Principal of Pearson College London

Dr Elizabeth Miller  
Deputy Dean at Pearson Business School

Nathalie Peach  
Director of Work Integrated Learning at Pearson College London

Dr Irina Lokhtina  
Lecturer in Human Resource Management and Leadership at the University of Central Lancashire, Cyprus

Dr Elzbieta Sanojca  
Lecturer in Adult Education in University of Strasbourg

Dr Trevor Gerhardt  
Freelance Senior Lecturer

Dr Pierre Faller  
Faculty Member Columbia University Teachers College, Organizational Consultant

Dr Andrea Galimberti  
Fixed-term researcher University of Milano-Bicocca
The key objective of the book is to propose Work Integrated Learning as a pedagogy in its own right based on actual case studies of practice and so define the terms, concepts and practices from a global perspective and make the link to the application among Gen Y and Z students.”

He adds, “The conference will bring together practitioners from around the world to share from their experiences what new challenges GenY and Z will face as learners within the new ever-changing workplace.”