

# Work Integrated Learning Among Gen Z and Y Conference

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# Sessions and speakers

## Key details

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

### DATE AND TIMES

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 from 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.

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 Wallis 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 Lokhtina, Dr Andrea Galimberti and Dr Elzbieta Sanojca

# Programme

## The event will proceed as follows:

Welcome and Introductions (5 minutes) - Dr. Trevor Gerhard, Nathalie Peach, Paulette Annon

Opening address: An Introduction to the Working Life and Learning Network,  
ESREA Bernd Kaeplinger (20 minutes)

Conference streams explained (5 minutes) Dr. Trevor Gerhard



|                 | <b>Educational Concepts and Theories</b>  | <b>Types of WIL</b>  | <b>Educational themes and organisations</b>  |
|-----------------|---|--|--|
| <b>Stream 1</b> | Global Calls to Action for Work Integrated Education: The WACE Charter and Applications for Gen X and Y, By Nancy Johnston, WACE President (Canada) | A Critical Analysis of Multi-logical Synergies (UK)  | Practices and perspectives of first-year WIL activities: A case study of primary teacher education (Australia)   |
| <b>Stream 2</b> | 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)   |
| <b>Stream 3</b> | 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)                                     |
| <b>Stream 4</b> | The Acquisition of Skills and Expertise - Work Based Learning (UK)  | Preparing Gen Y & Z for the Future of Work Through Co-operative Education: A Case Study on the University of Waterloo (Canada) | Developing Gen Y Competencies For The New Work Environment: Comparing And Contrasting 4 Work Integrated Learning Approaches Across National Contexts (ESREA) |

## Roxanne Stockwell, Principal, Pearson College London:



*"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."*

Closing address: Roxanne Stockwell, Principal Pearson College London (20 minutes)

Conference closure and thanks (5 minutes)

**09:00 BST | 10:00 CEST | 11:00 EEST | 01:00 PDT | 18:00 AEST**

Welcome and Introductions (5 minutes) - Dr. Trevor Gerhard, Nathalie Peach, Paulette Annon  
 Opening address: An Introduction to the Working Life and Learning Network,  
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 Conference streams explained (5 minutes) - Dr. Trevor Gerhard

|  | <b>Educational Concepts and Theories</b>   | <b>Types of WIL</b>   | <b>Educational themes and organisations</b>   |
|--|--|---|---|
|  | <b>09:40 BST<br/>10:40 CEST<br/>11:40 EEST<br/>01:40 PDT<br/>18:40 AEST</b>  | <b>10:10 BST<br/>11:10 CEST<br/>12:10 EEST<br/>02:10 PDT<br/>19:10 AEST</b>   | <b>10:40 BST<br/>11:40 CEST<br/>12:40 EEST<br/>02:40 PDT<br/>19:40 AEST</b>   |
| <b>Stream 1</b><br><br><b>Convenor:<br/>Dr Trevor<br/>Gerhardt</b>                                 | Global Calls to Action for Work Integrated Education: The WACE Charter and Applications for Gen X and Y<br><br><b>(Recording)</b>    | A Critical Analysis of Multi-logical Synergie<br><br><b>(Live)</b>  | Practices and perspectives of first-year WIL activities: A case study of primary teacher education<br><br><b>(Live but Recorded)</b>                                      |
| <b>Stream 2</b><br><br><b>Convenor:<br/>Dr Elizabeth<br/>Miller</b>                                | Beyond Discipline-Based Work-Integrated Learning Placements in Engineering and Science<br><br><b>(Live)</b>                          | Designing Work-Based Learning Approaches for Gen Y, Gen Z and Beyond<br><br><b>(Live)</b>   | Examining feedback practices in WIL subjects: A case study<br><br><b>(Live but Recorded)</b>  |
| <b>Stream 3</b><br><br><b>Convenor:<br/>Dr Paulette<br/>Annon</b>                                  | Putting Industry into WIL Teaching Praxis: Engaging Creative Industries for Lifelong Employability<br><br><b>(Live but Recorded)</b> | Entrepreneurial Work-Integrated Learning<br><br><b>(Recording)</b>  | From graduate to employee - the birth of the fully-fledged lecturer: A case study of the Teaching Fellows Programme<br><br><b>(Live)</b>                                  |
| <b>Stream 4</b><br><br><b>Convenors:<br/>Dr Andrea<br/>Galimberti<br/>and Dr Irina<br/>Lokhtin</b> | The Acquisition of Skills and Expertise - Work Based Learning<br><br><b>(Live)</b>   | Preparing Gen Y & Z for the Future of Work Through Co-operative Education: A Case Study on the University of Waterloo<br><br><b>(Recording)</b> | Developing Gen Y Competencies For The New Work Environment: Comparing And Contrasting 4 Work Integrated Learning Approaches Across National Contexts<br><br><b>(Live)</b> |

**17:00 BST | 18:00 CEST | 19:00 EEST | 09:00 PDT | 02:00 AEST**

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

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| <b>Stream 2</b><br><br><b>Convenor:<br/>Dr Iro<br/>Konstantinou</b>                              | Beyond Discipline-Based Work-Integrated Learning Placements in Engineering and Science<br><br><b>(Live)</b>                       | Designing Work-Based Learning Approaches for Gen Y, Gen Z and Beyond<br><br><b>(Live)</b>  | Examining feedback practices in WIL subjects: A case study<br><br><b>(Recording)</b>  |
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# 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.

# 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.

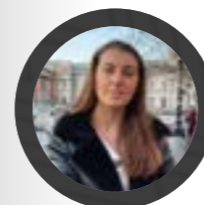


### **Dr. Trevor Gerhardt**

*Freelance Senior Lecturer*

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

[www.drtrevorgerhardt.com](http://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.

# Practices and perspectives of first-year WIL activities: A case study of primary teacher education

## Session overview

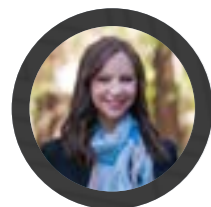
This session will describe the findings of the chapter in regards to WIL in first year subjects.



**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.

# 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.

# Designing Work-Based Learning Approaches for Gen Y, Gen Z and Beyond

## Session overview

This case study presents an exploration of the degree apprenticeship at Middlesex University using the views and attributes of Gen Y and Gen Z to provide novel ways to 'future-proof' work-integrated practice. The success of the innovative professional practice in sales programme, delivered with a collaborative partner and workplace mentors, focuses on the active engagement of apprentices, employers and tutors. The findings have already led to significant insights into how to engage more fully with degree apprentices and are now being used to develop new strategies for learners based in the workplace.



**Dr. Paula Nottingham**

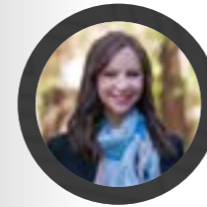
Programme Leader, Middlesex University

Dr Paula Nottingham is the Co-Programme leader of the BSc (Hons) Professional Practice in Business to Business Sales Degree Apprenticeship at Middlesex University. Her research interests include innovations within work-based learning and conceptualising new, creative approaches to pedagogy which utilise transdisciplinary approaches informed by her inclusive background in arts and social sciences. Paula has PhD in Lifelong Learning from Birkbeck University of London and has recently co-written two chapters about work-based learning projects in *The Work-Based Learning Student Handbook* (3rd edition).

# 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**

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# 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*

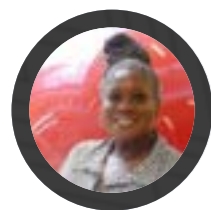
Dr. Alon Eisenstein is an assistant professor of technology entrepreneurship and professional development at the School of Engineering at the University of British Columbia Okanagan. Prior to joining UBC Okanagan in 2021, Dr. Eisenstein led the development and teaching of innovation and entrepreneurship 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**

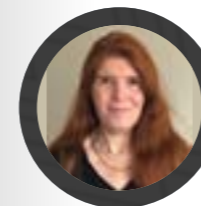
*Undergraduate Tutor*

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

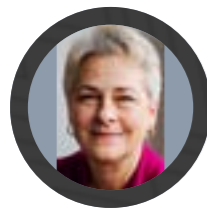
This presentation will examine how work-integrated learning can prepare Gen Y/Z for what is predicted to be a volatile, uncertain, complex and ambiguous (VUCA) future. The design and operation of the co-operative education programs at the University of Waterloo will be analyzed from the perspective of 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. Judene Pretti**

*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.

# 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

# About Organisers



Pearson College London's mission is to become one of the UK's leading universities for in-depth industry engagement; our academic schools, Pearson Business School and Escape Studios, are united by our mantra "designed, developed and delivered in partnership with industry". Immersed in industry from day one, our students learn from successful companies, inspirational industry figures and leading academics.

Part of Pearson, a FTSE 100 and global education company, we offer undergraduate degrees in Business Management, that can be combined with Finance, Marketing and Entrepreneurship, as well as Visual Effects, Game Art and Animation, in addition to a range of short courses and postgraduate degrees; our courses are agile and delivered within a boutique environment.



ESREA promotes and disseminates theoretical and empirical research on the education of adults and adult learning in Europe through research networks, conferences and publications. Its work is split into networks such as the Working Life and Learning network, which focuses on workplace learning and who also have contributed a chapter to the publication.





## **Dr Gerhardt, a convenor of the ESREA Working Life and Learning Network, explains:**



*“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 Gen Y and Z will face as learners within the new ever-changing workplace.”*