

Work-Integrated Learning Practices: Comparative Case Studies across Three Countries

Authors : Shairn Hollis-Turner

Abstract : The changing demands of workplace practice in the field of business information and administration have placed considerable pressure on educators to prepare students for the world of work. In this paper, we argue that appropriate forms of work-integrated learning (WIL) could enhance learning experiences in higher education and support educators to meet industry needs for changing times. The study aims to enhance business information and administration education from a practice perspective. The guiding research question is: How can a systematic understanding of work-integrated learning practices enhance learning experiences in higher education? The research design comprised comparative case studies across three countries and was framed by Activity Theory. Analysis of the findings highlighted the similarities across WIL systems for higher education practices and the differences within the activity systems. The findings showed similarities in program practice, content, placement, and in the struggles of students to find placements. The findings also showed misalignments between WIL preparation, delivery, and future focus of WIL at these institutions. The findings suggest that employment requirements vary across countries and that systems could be improved to meet the demands of workplace practice for changing times for the benefit of students' learning and employability.

Keywords : business administration, business information, knowledge, post graduate diploma

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