Wicked WIL: a case of perceptions and experiences of academics in Australian universities

by

Melissa Ann Sullivan

Thesis

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Professor Bobby Harreveld and Associate Professor Julie Fleming

Abstract

This thesis reports on a qualitative case study that has explored the perceptions and experiences of academics engaged with work integrated learning (WIL) in Australian universities. The complicated work undertaken by these academics is situated in the WIL borderlands and involves working with wicked problems: problems that resist clear formulation, are malignant and tricky, and give birth to new problems through the process of 'solving' them.

This study sought to determine academic perspectives of WIL across 11 disciplines and 6 universities. Little is known about academic perspectives of WIL; academic voices are largely silent in the literature. An online exploratory survey was used together with semi-structured interviews to collect data. Conceptually, tribes and territories as well as borderland theories were interwoven to interpret the wicked problems encountered by the academics in the WIL borderlands.

Three themes were constructed from this study that describe the territories of the WIL borderlands in which academics work. First, the Realist WIL Territory is defined by tightly coupled discipline-profession relationships, sequenced curriculum and development of competencies recognised by the professions the disciplines serve. Second, the Impressionist WIL Territory fosters graduate attributes in a stand-alone unit designed to prepare students for the broader worlds of work. Finally, the Surrealist WIL Territory is an emerging territory characterised by interdisciplinary collaboration, innovative practice and entrepreneurial applications of disciplinary knowledge.

Conceptualising these territories of the WIL borderlands provides an alternative framing of WIL. Reframing WIL in this way demonstrates that different WIL territories require different academic work and employability outcomes for students and require specialised relationships with critical stakeholders. This study provides an informed platform for future interdisciplinary academic collaboration, improved academic professional development and increased innovative practice in WIL.

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STRUCTURE OF THE DOCTOR OF EDUCATION

The Doctor of Education is a doctoral degree that requires a candidate to make:

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The Doctor of Education consists of supervised research and research tasks designed for practitioners and, at minimum, comprise:

- four research tasks
- the confirmation of candidature milestone, and
- the thesis component.

Research Tasks

Four research tasks were required to be completed prior to submitting the Confirmation of Candidature. These research tasks required peer review to be marked as satisfactory.

RT1	Research course work Term 2 2015	EDED20289: The Research Process	Credit
RT2	Literature Review 12/04/2016	Preparing graduates for the global workforce: work integrated learning and the influence of the educator	Satisfactory (ungraded)
RT3	Conference Paper 30/05/2017	Challenges of the New Work Order: a Work Skills Development approach	Accepted (double blind peer reviewed)
RT4	Research Design 15/09/2017	Perceptions of educators in contemporary higher education: the case of work integrated learning	Satisfactory (ungraded)

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In conducting the study, I was responsible for forming the research question, collating literature, collecting data, analysing data, interpreting results, and drafting the paper.

This publication was written by me and my contribution was 100%.

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Chapter 1: Introduction

1. Work Integrated Learning: purpose, practices and perceptions

This thesis reports on a study that explored the phenomenon of Work Integrated Learning (WIL) in Australian universities through the experiences and perceptions of academics, against a backdrop of contemporary higher education. Work Integrated Learning (WIL) can be defined as "an educational approach that uses relevant work-based projects that form an integrated and assessed part of an academic program of study" (Australian Collaborative Education Network, 2015, p. 1). These approaches have also been called co-operative education, work-based learning, workplace learning, work-engaged learning, industry-based learning, engaged industry learning, experiential education, experiential learning, fieldwork education, or service learning, rather than the broader term of WIL, although it is widely recognised that all of these approaches fit within the broader description of WIL (Errington, 2010; Lester, 2010; Patrick et al., 2008; Reeders, 2000; Smith & Worsfold, 2015). WIL covers a variety of strategies within an academic learning program that aims to integrate theory with workplace practices (Jackson, 2013) and is largely constructed with learning-to-work pathways and employability outcomes in mind (Jackson, 2017; MacDonald, et al., 2014). A primary outcome of WIL is facilitating connections between formal education and industry and, in some variations of WIL, community (Smith, 2012; Smith & Worsfold, 2015; Wenham et al., 2020). Hence, WIL academics are in a critical role in contemporary universities; one exposed directly to the influence and demands of students, industries, communities, and governments, as well as the machinations and controls of the University institution. A case study design was used in this research to consider the work of WIL academics from their own perspectives, against the broader backdrop of the changing environments of Australian universities.

Universities are experiencing significant change, both in Australia and throughout the world (Marshall, 2018; Peters, 2020). In a stakeholder driven environment, pressure is mounting on universities to generate knowledgeable, skilled, work-ready graduates. Globally, modern universities

are encountering dramatic, systemic change driven by the requirement to graduate knowledge workers as well as generate knowledge work to support economies (Jongbloed, 2008; Peters, 2020). However, it is not always recognised that learning through experience "*belongs* in the university" or whether "existing pedagogical methods realise its potential" (Moore, 2010, p. 7, emphasis in original).

The mission of the university has become increasingly contested in recent years with a shift away from "the study of classic texts, pure science and theories unencumbered by practical realities" towards the idea that it "should serve practical, social purposes" (Moore, 2010, p. 7). The way that students are taught, and the way in which they learn, has been changing at a dramatic pace over the past two decades (European Commission, 2014), and has gained significant momentum in recent times with the pandemic influences of COVID-19 (Kay et al., 2020). Learning and teaching in universities, as well as the production of knowledge through research, is under close scrutiny by stakeholders as social-economic outcomes in their environments take precedence (Jongbloed, 2008; Zegwaard et al., 2020).

Universities have responded to this change in various ways, with learning environments changing dramatically especially in recent times. However, an approach that is increasingly necessary to meet the economic and employability demands of governments, industries and students is the practice of Work Integrated Learning (WIL). While this learning and teaching approach has been influenced significantly by the shift to online learning in the sector, its importance has increased in the face of the current economic and health crisis. Garnering experienced and informed insights into the phenomenon of Work Integrated Learning through the experiences and perspectives of academics provides critical insights into the enactment of WIL, the development of employable graduates and the shifting influences of stakeholder expectations in uncertain environments.

This research considered academics as knowledgeable practitioners of WIL and valued their WIL knowledge and experiences. WIL academic experiences and perspectives have rarely been

considered in the extant literature. Given the multi-faceted, multi-organisational aspects of WIL in academic roles, this close examination of academics' experiences across universities, and between disciplines and professions, reveals factors motivating, enabling and diverting academics in a change oriented, stakeholder driven university context.

1.1. Aim & Research Questions

The aim of this study was to explore the work of academics facilitating Work Integrated Learning in Australian universities.

Two questions were framed to undertake this investigation:

How do academics experience Work Integrated Learning in Australian universities?

And:

What are the perceptions of academics about the future of WIL?

The aim and these research questions have guided this study.

1.2. Background

Work Integrated Learning (WIL) is utilised in universities to increase work readiness in students, predominantly because curriculum driven supervised work experience has been touted "a magic ingredient improving employment rates of graduates" (Kettis et al., 2013, p. 31). Universities are increasingly utilising WIL curriculum to produce students with comprehensive workforce capabilities (Kalfa, 2015; MacDonald et al., 2014; Smith & Worsfold, 2015). A primary challenge in doing this is transcending transactional relationships between universities and their critical stakeholders, university students, university staff, employers and governments (Patrick et al., 2008, p. 8), and developing new spaces where partnerships and shared knowledge strategies can be more strongly utilised to further develop graduate outcomes (Biesta, 2010; Choy & Delahaye, 2011; Kay et al., 2019). Together with the impacts of an internationalised higher education sector, changing regulatory environments and the impacts of technology on learning and teaching platforms (Prysor

& Henley, 2018), and the more recent COVID 19 crisis, a shift in stakeholder engagement significance is being felt in universities around the world. This means that collaborative practices with industries and communities through universities are required to satisfy demand for external engagement, impact and knowledge exchange (Prysor & Henley, 2018). Equally, listening to industry, and monitoring changes in the employment landscape is critical in ensuring that universities are focussed on developing suitable knowledge, skills, attributes and attitudes in their graduates.

The challenges of this are unsurprising given the time and commitment required to establish and maintain industry partners (Bates, 2009; Phillips KPA, 2014), and the tensions and dilemmas that exist between industries and the Higher Education sector (Singh & Harreveld, 2014). This has been further complicated by the COVID-19 pandemic which has caused unprecedented disruption in industries and economies globally, increasing pressure on governments and communities to create jobs, and for people to regain or retain employment. These factors signal that transitions between education and work are perhaps more important than ever. Therefore, Work Integrated Learning (WIL) programs in universities, and the academics charged with their carriage, are critically placed at the nexus of education and industry, at the intersection between discipline and profession, tasked with delivering job-ready graduates during a time of significant economic and social instability.

Globally, universities are increasingly concerned with equipping their graduates with relevant knowledge and skills that prepare them for the world of work (Peters, 2017, 2020). An investigation into how graduate employability was nurtured in higher education found that there is “widespread agreement that graduate employability is a higher education priority amid international concern about outcomes for contemporary graduates” (Kinash et al., 2016, p. 8). WIL approaches incorporating internships, placements and work experience were identified as viable ways to address graduate employability, but there were conflicting stakeholder perceptions about the effectiveness of these approaches (Kinash et al., 2016). Kinash et al. (2016, p. 38) also explained that despite the assumption that employability is addressed through everyday higher education learning,

universities “have an obligation to take a well-informed strategic approach towards nurturing discipline specific employability.” These issues together with the gaps in the literature about the link between employability, WIL and career development (McArthur et al., 2017), suggest that academics who are tasked with preparing job-ready graduates may be able to make critical contributions to the ongoing employability discussion.

1.2.1. The higher education sector

Education, it has been argued, has become less a relationship between policy makers and citizens for the greater good, and more an economic relationship and transactional relationship between the taxpayer as consumer and the state as provider (Biesta, 2010). This state of change in the higher education sector has been acknowledged as a global phenomenon (Jongbloed, 2008; European Commission, 2014; Harland, 2014) with comparisons and targets utilised in this education ‘market’, driving competition under the auspice of improved performance (Cummings, 2012). The marketisation of higher education together with massification (increased accessibility to higher education) has changed what it represents, and what it means (Tight, 2019; Trow, 2006). These are key components of neoliberal education policy, where marketisation, privatisation and standardisation across an increasingly globalised higher education sector prevails (Clarke, 2012).

However, the contradictions that have arisen between a market-driven, publicly-funded sector such as Australian higher education has become problematic. Funding sources (such as full fee-paying international students) have become critical to Australian universities (Jayasuriya, 2021), and their enrolments critical to supporting burgeoning costs of providing higher education under the weight of massification (Tight, 2019). Biesta (2010, p. 12) suggests that contradictory driving forces disrupt the meaning of quality in education, prompting the question: do we measure what we value, or do we value what we can measure? This is a critical question when considering how academic performance is measured in universities, and the work academics actually do.

The vendor relationship, as suggested by Biesta (2010), can be witnessed within the higher education sector as prospective students shop for university courses, with the promise of employment upon graduation a critical factor. It can be argued that WIL is a learning and teaching approach driven by the marketisation of education, where the 'best' universities have the highest rate of employment (for example, see the Good Universities Guide, 2019). The European University Association has suggested that employability is increasingly recognised as a marker for graduate success, and that entry into the labour market is becoming a significant criterion for judging higher education provision (Gaebel et al., 2012).

Similarly, the Australian higher education sector has seen a sharper focus on employability as a key outcome of a university education (Small et al., 2021). While it has been suggested that emphasising the role of preparing students for the job market in the interests of the economy compromises other important educational values such as ethics and citizenship (Nussbaum, 2011), it is also becoming increasingly apparent that links between higher education and the marketized forces of capitalist economies have generated competing objectives (Jayasuriya, 2021). For example, a recent study found that Australian universities may be graduating more students than there are employment opportunities in Public Health (Watts et al., 2021). The consequences of increased student numbers and industry influenced higher education can result in an oversupply of graduates in some industries, creating a dynamic where stakeholders' (especially students and their families) expectations are compromised. The social, collective experience of learning that was valued prior to the focus on "education and skills for work and economic progress" (Duke, 2015, p. 75) has diminished. Economic outcomes are now sought from modern higher education.

Reporting and accountability measures in the sector are increasing outcome visibility, and as such, WIL strategies are being utilised as a transactional educational approach in order to achieve graduate employment. However, the view that exposure to industry will enable employment is simplistic. Academics faced with such instrumental views of education, where universities are seen

as a training ground for corporate recruiters, may be experiencing ideological as well as operational conflicts (Peters, 2020; Moore, 2010).

For the past two decades, as the emphasis on producing job-ready graduates has intensified, universities have increased and expanded Work Integrated Learning initiatives. This rapid growth has challenged known organisational structures and boundaries in universities, as appropriate university-wide organisational solutions to include curriculum that supports "Knowledge and skills required for employment" (Tertiary Quality and Standards Agency, 2021, p. 1) that meets quality, integrity and safety guidelines are sought. The intensive administrative requirements of educating students beyond the traditional territories of classrooms and laboratories, requires different types of work. This shift away from a clearly divided academic/administrative understanding of work in universities has generated some complex and controversial views on WIL, those who work in WIL, and their place in universities. For example, shifts in recognising the work and workloads of academic and professional staff in universities have challenged workplace identities, ways of working and reporting lines (Lee et al. 2021). Some of these perspectives that have emerged over the past twenty years reveal a glimpse of the problematic nature of WIL work in universities.

Establishing WIL within a university system with distinct disciplinary boundaries has revealed challenges in accepting and acknowledging WIL and WIL work, particularly in disciplines with loosely constructed professional pathways. The modern history of this curricula approach reveals a struggle for acceptance within higher education cultures. Reeders (2000, pp. 206 & 207) referred to non-discipline-centric WIL as "laissez-faire," recognised as the "poor cousin," the "Cinderella" of the university curriculum (Reeders, 2000, p. 207), highlighting the perceived superiority of established WIL with strong discipline-profession ties within universities. At this time, in 2000, Reeders subsequently called for "a new epistemology for universities . . . (involving) new modes of generating, applying and sharing knowledge" (p. 218) so that WIL work could be valued. However, such an environment that embraces a shared approach to knowledge generation would be required

to defy “the old practice . . . of mutual disregard” (Krishnan, 2009, p. 21) between university disciplines. Kay et al. (2019) also reported that established cultures in universities may influence academic participation in WIL programs, as they found that engagement in WIL academic work may have implications for academic career trajectories. This is despite acknowledgement in the higher education sector that the “culture of serendipity” that defines work beyond formal disciplinary boundaries provides an opportunity to “stimulate more holistic and creative thinking” (Tarrant & Thiele, 2017, p. 359). A lack of institutional recognition of academic work outside of strong profession-discipline alignment places academics facilitating WIL under pressure to measure and justify their work.

Work Integrated Learning (WIL) has been increasingly used by universities to develop work readiness in students and because of this, the need for academics able to negotiate, mediate and facilitate Work Integrated Learning in Australian Higher Education has increased. Despite this intensification of WIL delivery, WIL academic voices are largely silent in the literature, with only a small cluster of discipline or institution specific publications with academics as participants available (for example, see Bilgin et al., 2017; Kay et al., 2019). Given the gathering momentum of education-industry collaboration driven by Australian Higher Education policy, together with an increase in WIL curriculum engagement across disciplines in Australian Universities, academics facilitating WIL within Australian universities are likely to be experiencing rapidly changing and complicated academic work environments. These academics encounter alternative academic experiences between the traditional territories of higher education, and the professions at play in associated industries. An opportunity was subsequently identified to explore the experiences and perceptions of WIL academics, across disciplines, and across universities in the Australian Higher Education Sector.

1.2.2. Work Integrated Learning as a wicked problem

Universities mobilise Work Integrated Learning as a curricula approach[1] in an attempt to span the gap between "the state of affairs as it should be and the state it ought to be" (Rittel & Webber, 1973, p. 165). The aim of Work Integrated Learning in the context of university education is to assist students in transitioning from the worlds of education to the worlds of work. This transition is far from simple, and the enactment of WIL is strongly contextualised according to discipline, profession and the history of relationships between the two.

While WIL curriculum is designed to address the problem of the employable university graduate, targeting the gap between education and work is complicated. For students transitioning from having only theoretical knowledge to achieving practical and professional competency, the meanings of what constitutes employability and professional competency are strongly and specifically contextual and open to different interpretations depending on the stakeholder perspective. To understand the purpose of WIL, what constitutes an 'employable graduate' needs to be clarified. Against the backdrop of COVID-19 in the Australian context, the employers seeking employable graduates are in a state of flux, with some experiencing dramatic down turns and some experiencing rapid growth. The impact of the pandemic has generated waves of interference in industries around the world (including higher education), with the future remaining unpredictable. This suggests that the notion of employability itself is difficult to define amidst its changing contexts, therefore, for universities, and WIL academics in particular, meeting employability imperatives becomes more complicated. While WIL enables students to visualise the gaps in their knowledge and their competencies, and select pathways to fill them (Jackson, 2017), the pathways, especially recently, have become less clear. It is the work of academics in WIL to manipulate and negotiate learning territories to obtain passage for their students. Hence, WIL, when wielded by academics as a solution to graduate employability, can be considered a wicked problem: one that defies definition, is complex and multifaceted, and complicated by shifting targets.

[1] In this study the term 'curricula approach' refers to WIL enacted at the unit level of university program

Drawing on Conklin (2003), Knight (2007) and Rittel and Webber (1973), Beckmann (2017, p. 546) defines wicked problems as follows:

> These are problems that resist definition; that require you to think of all the possible solutions before you can even understand the problem properly; that are presented differently by different stakeholders, and shift shape even as you try to find out about them; that are not accessible to trial-and-error testing, because every tried solution generally involves a significant, potentially irreversible, change to the problem; and that, at best, are 'resolved' rather than 'solved'.

The nature of wicked problems provides an important conceptual background to this study. The wickedness of WIL is glimpsed through the literature examined in Chapter 2 and revealed through the practices and perceptions of academics in chapters 5, 6, 7 and 8 of this thesis.

1.3. Researcher position

My background of working in and with universities in Australia has spanned the past two decades. During this time, I have enacted varying roles, both administrative and academic. My administrative roles have included Student Recruitment Officer and the Manager for Training Employment and Career Coaching. Most of my academic work has involved teaching Human Resources Management, Management and Leadership, as well as Entrepreneurship and Innovation curricula in the School of Business and Law. I have also worked as an academic advisor in an interdisciplinary, university-wide service-learning program at another institution.

I also established and operated a social-enterprise internship placement company that partnered with a geographically disperse Australian University, placing interns in the Australian Computer Society (ACS) Professional Year Program in Brisbane, Sydney and Melbourne, as well as two Vocational Education Providers who provided internships and associated career development workshops individually tailored to specific student professional pathways. My company espoused service-learning principles with preferred partners in community, local government and socially responsible organisations.

In many ways, I have been engaged with establishing and facilitating professional pathways for university students throughout my career. I have long been interested and involved in creating curricula that facilitates transitions between education and work, particularly for students who are feeling disconnected and far from home in the communities in which they are studying. I found the service-learning approach to WIL an effective conduit for the development of work skills and an opportunity to encourage communities to provide increased interaction for students separated from their families and homes. This provided the platform for the development of my internship placement initiative, which I ran for seven years, ceasing business to concentrate on my academic career.

As an academic at several Queensland universities, with past experience in WIL as a placement provider for university and vocational education providers, I am positioned in this research as an insider. Insider research has been recognised as both an opportunity and a potential threat to ethical research (Mercer, 2007; Unluer, 2012), and has grown significantly over the past few years, however epistemological and methodological considerations of insider researcher issues are still in development (Mercer, 2007). Reinventing or reshaping recognised methods so they are suitable for insider research may be required (Denzin & Lincoln, 2017), as researchers grapple with duality of being both employee and researcher within their organisations and industries. However, the benefits of an insider researcher perspective in qualitative research is far reaching. It is suggested that for this study, an insider perspective of the WIL phenomenon within the Australian higher education sector enables the participants' experiences to be interpreted and understood through a common culture and language, so that it can then be shared more broadly. Insider status also offers an opportunity to actively and openly co-construct research stories through shared experience and knowledge, revealing deeper thoughts, feelings and experiences than would otherwise be heard.

The interaction between the researcher and the researched in the constructivist paradigm, can provide "critically interpretative dialogue" (Findlow, 2008, p. 315) to enable deeply informed

research. However, researcher involvement, including contribution through disclosure and self-revelation, has been recognised as a potential stumbling block to conducting research as an insider (Findlow, 2008), and can create 'trust' complexities between the participants and the researcher (Unluer, 2012). Hence, while the benefits of being an insider researcher are substantial, through shared language, knowledge of organisational cultures and the broader higher education sector, the double-edged sword (Mercer, 2007) of the emic perspective is well recognised in insider research in higher education (Floyd & Arthur, 2012; Hanson, 2013; McDermid et al., 2014; Unluer, 2012). Awareness of this, along with emphasis on rigorous research strategies and processes were therefore a priority in conducting this research.

1.4. Scope and limitations

This qualitative research sought to investigate academics' experiences and perceptions of WIL. Academics working in undergraduate WIL in Australian universities were asked to volunteer their participation in this research. Data collection for this study began in June 2018 with an online survey and concluded in November 2018 when the final semi-structured interview was recorded. 24 academics completed the survey and 13 academics participated in interviews. Eight of the participants that completed the survey anonymously opted-in to the interview phase of the research. This study is bound by these academics' experiences and perceptions of the phenomenon of WIL on the premise that "credible knowledge lies at the basis of any dialogue" (Silverman, 2006, p. 275). The voices of academics in WIL are largely unheard, therefore their experiences and perceptions are valued as a source of new knowledge in this research.

Invitations to participate in this study were extended through Australian university networks, however the total number of participants could not be anticipated. Therefore, the interdisciplinary nature of this study is limited to perceptions and experiences of WIL in the participants' disciplinary contexts. Not all disciplines in Australian universities are represented by the participants who were

interviewed, and the disciplinary alignment of survey participants was not requested to preserve anonymity.

1.5. Thesis overview

This thesis has ten chapters. This first chapter provides the background to this study, including contextualising WIL against the backdrop of global higher education. Chapter 2 follows this introduction with an in-depth exploration of the phenomenon of WIL; its meanings, definitions and origins and provides a detailed examination of how WIL is enacted in Australian universities. Chapter 3 situates WIL at the nexus of work and learning in the WIL borderlands, and draws on tribes and territories (Becher & Trowler, 2001) and borderlands (Anzaldúa, 1987) to provide a conceptual framework from which the wicked problem of WIL can be explored in this study. Chapter 4 explains how the research was undertaken, describing and justifying the qualitative constructivist case study research design and outlining the relevant ethical considerations, including research rigour. Chapters 5-8 represent the findings of this research. Chapter 5 describes the findings of the exploratory survey used in the first phase of the study and introduces the interview participants for the second phase of the study. The results of the thematic analysis have revealed three themes reflecting the territories of the WIL borderlands: the Realist WIL Territory, the Impressionist WIL Territory and the Surrealist WIL Territory which inform chapters 6, 7 and 8. In Chapter 9, these territories are presented as a way to reframe WIL and provide potential solutions for the wicked problems encountered by academics in the WIL borderlands. The conclusion reasserts the significance of addressing the wicked problems of WIL in the context of uncertainty and unrest that has been experienced in recent times, then highlights the specific contributions to knowledge made by this research.

Chapter 2: Literature Review

2. Searching for academic voice: an exploration of the phenomenon of WIL

This chapter aims to capture how academic voices are heard in literature that examines the phenomenon of Work Integrated Learning. It investigates what is known about WIL through the examination of books, journal articles, reports and other publications. The WIL phenomenon is revealed in this literature review as a complex curricula situated at the nexus of work and learning. This nexus captures the in-betweenness of WIL, exacerbated by complicated rationales and reasoning for WIL and confusion about what WIL is, and what it is not, underpinning the emergence of WIL as a wicked problem for academics working in universities. In an effort to establish what has been reported about academics' experiences and perceptions of WIL, a complex, complicated phenomenon has been revealed.

In the next section of the chapter, the literature review method is explained, followed by findings from the three phases of this review. Firstly, the philosophical and educational origins of WIL are examined, including an in-depth account of the meanings, definitions and descriptions associated with WIL, revealing its complicated nature. Then, the dynamic contexts of universities where WIL is enacted, and the drivers of this phenomenon are considered. Finally, the literature that reflects these contexts in Australian universities is explored using the notion of voice. Conclusions are presented at the end of the chapter, highlighting the wicked problem of WIL, and the need for more academic voices to be heard in the WIL literature.

2.1. Literature review design

The literature review has been undertaken by adopting explicit procedures to explore the literature (Bryman, 2012). The aim of this review is to explore how academics are situated and their voices represented in the Australian university WIL literature. The scope for the three phases of this review

encompasses literature about WIL definitions and origins, its underpinning philosophies and educational drivers, as well as WIL academics and their places of work. This includes research about WIL academics, as well as academic work contexts in university settings in Australia. Therefore, publications examining academic work contexts have been specifically sought to capture a deeper insight into where and how academic work involving WIL takes place, and the external influences that may be impacting upon their experiences and shaping their perceptions. Excepting the origins and definitions, this literature review spans the past two decades, as it is over this period that WIL has become more commonly practiced in universities. Phase three of this review considers the last five years specifically in the context of Australian universities to reflect the specific context of this study which began in 2015. The global literature situating WIL against the backdrop of the Higher Education sector was considered in Chapter 1 (see section 1.2.1). All literature examined was published in English. Below, the process that has been undertaken for this literature review is outlined (adapted from Bryman, 2012, p. 105).

Table 1: Literature Review Process

Literature Review Step	*Corresponding process*
1. Define the purpose and scope of the review	Review questions: How is WIL defined? What are the origins of WIL? How is WIL situated in universities? How are academic voices represented in the Australian University WIL literature? Scope: Phase 1: WIL definitions and origins Phase 2: WIL in Australian universities Phase 3: Voices in WIL
2. Seek out studies relevant to the scope and purpose of the review	Relevant books, reports, government, and industry publications were identified through internet searches, library database searches and through participation and attendance at conferences. Journal articles were identified where the key terms “Work Integrated Learning”; “University” and “Australia” were entered in online library databases (including ProQuest One Academic, EBSCOhost and A+ Education) by article type (full text available and peer reviewed) and language (English). The subject criteria “foreign countries” was excluded.
3. Appraise the studies from step 2	The literature was scanned to identify use of “Work Integrated Learning” or similar terms in the title, abstract or subject line,

Literature Review Step	*Corresponding process*
	or in the introductory chapter for books and reports and to establish the context of the research. These papers were then scanned for relevance to Australian university contexts, academic work and academic workplace focus for phase 3 by confirming that participants experiencing WIL and documents reflecting workplaces and people experiencing WIL contributed to the data.
4. Analyse each study and synthesize the results	Two cycles of analysis were conducted. The first cycle involved intensive reading of the literature identified with a focus on the literature's aims and findings. This data was then summarised and considered in regard to definitions and origins, university context, and then academic work and academic work contexts in WIL in Australian universities. The literature review matrix is provided in Appendix 1. The second cycle examined the literature by participant, context and research design specific to the scope of phase 3 of the literature review. This revealed the extent of academic participation in the literature and provided broad contextual descriptions of the research, based on how the research was situated. The literature review matrix for phase 3 is provided in Appendix 2.

The next sections explore the findings of each phase of the literature review.

2.2. Understanding WIL

This section considers the meanings of WIL and is arranged into two sections. The first section explores the meanings and histories of the key concepts of WIL – Work, Integrated and Learning. If WIL is to be understood, then the meanings of these words are significant. Then, the definitions of WIL that have evolved through research and in practice are considered.

2.2.1. 'Work' 'Integrated' 'Learning'

To understand the meaning of WIL, the meaning of the terms 'Work' and 'Learning' need to be considered in the context of 'Integrating' these two phenomena. The section that follows aims to provide a brief background of these three terms and provide context to their meanings in reference to WIL.

The meaning of work is difficult to determine. According to Grint (1991, p. 5) work has an elusive nature as it is "a socially constructed phenomenon without fixed or universal meaning across space and time, but its meanings are delimited by the cultural forms within which it is practiced." This suggests that what 'work' means is dependent on perspective and is highly contextual: "What is important in attempting to explain the world of work is not what that world *is* but what those involved in it take it to be" (Grint, 1991, p. 3 emphasis in original). White (1997) further explains that social groups will use the term 'work' in ways that reflect their values and beliefs about activity and its importance relative to contributing to society. Work can therefore broadly be understood as "activity designed to generate an end product," however, this loose definition does not acknowledge the constraints under which most work is done (White, 1997, p. 10).

Work throughout time has been enacted under direction, duty or design, whether it refers to the work of slaves under their master's direction, the work of those tending to duties of housework, shopping and maintenance, or work as per position description, restricted to the design of the job set by an employer.

The sociology of work however, has been constructed largely around paid employment, therefore concepts of industry[2] and industrial labour, employment, occupations and professions[3] appear to give meaning to 'work' (Grint, 1991). The transactional nature of work for pay has also been important in giving work meaning. The connections made between work and wealth demonstrate that the economic impacts and consequences of work have been influential throughout history and have maintained significance in modern times. White explains (1997, p. 12) that "we have inherited the notion that work . . . should be central to our lives," and where this does not eventuate "is a failure of the system, as something to be put right by better policies."

[2] In this study, the term industry refers to distinct groups of enterprises sharing common characteristics of commerce, trade or production.

[3] In this study, the term profession refers to an occupation that requires specialised knowledge and skills developed through intensive academic learning and practice in work contexts.

Gaining successful entry into the worlds of work is “one of the key developmental tasks of young adulthood” (Haase et al., 2012, p. 1740). This transition is a focus of WIL curricula. However, in 2015, 48% of Asia Pacific employers reported difficulties in accessing qualified talent (Manpower, 2015). Within Australian work contexts, graduates were found to be insufficiently equipped for contemporary workplaces, lacking skills in critical thinking, decision making, initiative and adaptability and being unable to effectively contribute to or work in a team (Verma et al., 2018), yet employers’ strongest demands are for these “basic and flexible skills” (Pennington & Stanford, 2019, p. 99). Deficiencies in these skills may have contributed to evidence that more than 60% of young Australians (under 25) are underutilised in the workforce (The Foundation for Young Australians (FYA), 2020) and that young people are over-represented in part-time, casual and flexible work, such as that undertaken in the gig economy, where work is undertaken in disruptive digital businesses such as Uber (FYA, 2020, p. 11-12). Pennington and Stanford (2019, p. 5) similarly revealed in their report for The Australia Institute that there is a “growing mismatch and underutilisation of university graduates” and a growing incidence of graduate work that does not “fully or even partly utilise their hard-won knowledge and skills.” This evidence suggests that the worlds of work experienced by graduates are not necessarily aligned with disciplinary skills, knowledge and expertise.

Integrated means “having different parts working together as a unit” (Staff, 2020, p. 1). Similarly, integrated learning requires students to connect these “different parts” so that learning may occur and involves developing an understanding of “the complex relational aspects” between two or more contexts (Leadbeatter, 2021, p. 16). For Work Integrated Learning, this means that the different parts of work and learning are combined, and function in integrated university curriculum. The term ‘integrated’ is critical within Work Integrated Learning as it is the act of bringing together work and learning that makes it different from other forms of university learning. It is also significant in understanding the phenomenon of WIL as it points to integration as a process, where a “provisional nature of knowledge” (Leadbeatter, 2021, p. 15) develops dependent on experience in or with work contexts.

Smith and Worsfold (2015, p. 22) describe WIL as a "close integration of university study and professional or workplace practice" dependent upon "integrated learning activities" that emphasise the application of disciplinary knowledge to "real-world" environments. The integrated nature of WIL enables students to demonstrate disciplinary knowledge in practice and in context through an intentionally constructed curriculum. In this regard, WIL can be understood as being at the nexus of work and learning (Smith & Worsfold, 2015). The environments in which WIL is enacted are, consequently, very different to classroom-based learning environments as often experienced in universities:

> All teaching and learning environments are complex but WIL curricula are made more
>
> so by the very fact that students are not in relatively controlled classroom environments
>
> but are instead learning out in the relative chaos of the real world or the workplace.
>
> (Smith & Worsfold, 2015, p. 26).

In their quantitative study, Smith and Worsfold (2015) identified seven variables that influence the integration of work and learning in WIL curricula: four independent variables that explain how WIL curricula is constructed and three dependent variables that reflect student experiences of WIL curricula. These variables are helpful in explaining the intentions of integrating the worlds of work and learning through WIL.

Independent variables include authenticity, alignment of learning activities and assessments with integrated learning outcomes and academic support and integrated learning support. Authenticity refers to the degree to which the curriculum reflects the 'real-world' of work and that learning activities within the curriculum are of consequence to a workplace (Smith & Worsfold, 2015). By considering authenticity in this regard, a range of integrated learning strategies (such as simulations or projects for example) can be recognised as having workplace authenticity within WIL curricula. Alignment of learning activities and assessments with integrated learning outcomes refers to the degree to which the curriculum integrates and assesses theoretical and practical knowledge and

provides learning structures for students as they attempt to build their integrated knowledge (Smith & Worsfold, 2015). This is important as it highlights the need for scaffolding and alignment throughout curricula to support the required learning intentions (Billett, 2011). Academic support and integrated learning support refer to the degree to which administration and procedural functions uphold the integrated nature of WIL (Smith & Worsfold, 2015).

Complexity is enhanced in WIL because of the involvement of external organisations (such as employers and at times placement providers) and the requirements of maintaining a safe and healthy learning environment outside the university. Due to the integrated nature of work and learning environments, administrative and system elements of WIL curriculum are significantly more time consuming and complicated than classroom-based learning. Preparation and induction refer to the degree to which the student is ready for the WIL experience (Smith & Worsfold, 2015) and preparation for placements (emphasising processes of work or work environments as an integrated learning activity) are important to placement success (Billett, 2011).

Dependent variables include work-readiness, self-efficacy and team skills. Work readiness, according to Smith and Worsfold (2015), refers to the extent to which students have a range of skills and abilities that will make them more readily employable. The notion that WIL enhances employability has seen interest in WIL increase in Australian universities in an effort to address skills shortages, and to meet the needs of industry, government and students (Smith & Worsfold, 2015). Self-efficacy refers to the extent to which the students have competence and confidence as both student and emerging professional (Smith & Worsfold, 2015). Developing competence, capabilities and confidence in students serves to enhance the development of a pre-professional identity, which depends upon students' abilities to better understand "the requirements, expectations and ideology of their intended profession, their own professional stance and a sense of self" (Jackson, 2016, p. 934). Team skills refer to the extent to which the student can work collaboratively in a workplace using communication, collaboration and persuasive skills, and the abilities to "speak out against

injustice" and accept diversity (Smith & Worsfold, 2015, p. 27). Team-work opportunities in WIL have been linked to students reaching a professional standard (Jones, 2016). The above seven variables can be used to understand how work and learning are integrated in WIL curricula, the significance of the integration approach adopted in WIL curricula, and how learning outcomes are influenced as a result.

Learning can be broadly described as the process of changing behaviour through experience. The way in which learning is intended and perceived is highly context dependent: for example, learning can be perceived as design-centric problem solving in an engineering approach, or a "humanistic" approach can be perceived as learning creativity and judgement to tackle problems in "the rough and tumble of the real world" (Tan, 2020, p. 111-112). Conceptualising and theorising learning has revealed a tension between "deciding if education is an art or science" (Tan, 2020, p. 111), drawing out debates about whether learning should be through direct instruction or discovery (Kapur, 2015). This tension is relevant to WIL contexts in Australian universities.

WIL as an intentional learning strategy can be described as a constructivist approach of learning through activity. This conceptualisation of learning can be traced to the work of Vygotsky (1997/1926) and Dewey (1929). Glassman (2001) explained that there are similarities between the theories of Vygotsky and Dewey, however important distinctions between the two can be found by considering learning intentions and activity sequencing. Dewey's role of vital experience describes the significance of learning through an activity that has relevance and importance to activity undertaken in the past and future related activity. In this sense, WIL as drawn from Dewey can be perceived as preparing professionals through practicing skills and knowledge learned in the disciplines of university. This has been further interpreted as a facilitative approach, one in which the facilitator gets to stand back and let the student learn through action (Glassman, 2001). Vygotsky theorised that learning through life experiences is dependent on language and relationships reflecting historical circumstances and is therefore embedded in culture. The educational process

works “from the outside in” requiring the participation and instruction of a mentor who builds understanding, and scaffolds learning piece by piece by explaining and linking experiences (Glassman, 2001, p. 3). Both these approaches refer to the sequencing of learning activities. Sequencing of learning activities influences the consequences of learning and has long been recognised as important to learning as a process. In this light, the reasoning behind learning through activities in context is evident, yet the need for academics, educators and instructors to think “long and hard about how and why they use the activity” is also of consequence (Glassman, 2001, p. 3).

Lave and Wenger[4] (1991, p. 14-15) built upon Vygotsky’s perspectives on learning in their seminal work *Situated Learning: Legitimate Peripheral Participation* by recognising learning as a communal act, as a special type of social practice that depends upon the peripheral participation of community members. These authors suggest that learning “concerns the process by which newcomers become part of a community of practice” (Lave & Wegner, 1991, p. 29), acknowledging the development of capabilities and attainment of relevant knowledge by participating in a social practice. Vygotsky (1997/1926) describes learning as a socially situated phenomenon dependent on interaction with “the real world”:

> Our only concern is that there exist within the very nature of the educational process, within its psychological essence, the demand that there be as intimate a contact, and as close an interaction, with life itself as might be wished for. Ultimately, only life educates, and the deeper that life, the real world, burrows into the school, the more dynamic and more robust will be the educational process. (Vygotsky, 1997/1926, p. 345).

In this statement, Vygotsky suggests that education should strive to approximate life. In doing this, learning is embedded in or reflective of real-world contexts, so that knowledge can be made relevant in a meaningful setting. This is of fundamental importance to learning in WIL, as in its naming, WIL is learning integrated with the contexts of work. Therefore, an appropriate way of

[4] Wenger has built upon this work to further develop social learning theory perspectives: see Wenger-Trayner & Wenger-Trayner, 2020.

describing the learning in WIL is contextualised learning: “the acquisition of vocationally-specific knowledge and skills among the relational contexts of education and workplace training sites in which that vocation is usually enacted” (Harreveld & Singh, 2009, p. 96).

2.2.2. Definitions

WIL has been defined in many ways over the years (Oliver, 2015). For example, the 2008 National WIL Project (Patrick et al., 2008, p. 9) suggested that WIL was an “umbrella term,” encompassing many interactions with industry practicum in “a purposefully designed curriculum” (including, but not restricted to, internships, workplace learning, project-based learning, cooperative education, fieldwork education, service learning, experiential learning, clinical placements, and work-based learning). This definition is the most often used in Australian university WIL literature. The 2011 Good Practice Report (Orrell, 2011, p. 1) describes WIL as a program that intentionally integrates theory and practice knowledge, which may, or may not, include a placement in a workplace, or a community or civic arena. Oliver (2015, p. 62) suggests that:

> Work integrated learning occurs at various levels across a range of tasks that are authentic (the task resembles those required in professional life) or proximal (the setting resembles professional contexts).

WIL has at times been interchanged with work-based learning (which is considered to be under the same umbrella), which Henderson and Trede (2017, p. 73) define as “student learning supported by learning and teaching strategies that occur in real world contexts under organized supervision and counts towards academic credit as part of a compulsory component of a degree course.” It has been argued that work-based learning is different from WIL in that “both involve learning through the experience of work, however, work-based learners are normally employed students, who drive their own learning experiences that may or may not involve a higher education institution” (Fleming & Haigh, 2017, p. 198). Hence, there is some confusion about what WIL is, and is not.

A 2014 study (Phillips KPA, 2014) revealed that over half of the Australian Business respondents were not familiar with the term Work Integrated Learning, which suggests simplicity and consistency may be required to enhance awareness of this important learning and teaching strategy. Similarly, a recent study (Young et al., 2017) found that the concept of WIL was unclear to academics involved in workshops aiming to improve engagement with WIL curricula within a Science, Technology, Engineering and Maths (STEM) faculty. The "umbrella" definition of WIL (Patrick et al., 2008, p. 60) was not helpful in assisting these STEM academics to grasp scholarly approaches to WIL to improve their practice. Oliver (2015, p. 60) also found that the "umbrella" definition exemplifies "a level of confusion and competing ideas." She suggested that defining WIL was problematic because of certain assumptions associated with the term:

> In the previous examples, there appear to be some underpinning assumptions. For example, 'work' occurs in 'workplaces' that are different from university learning environments, physical or digital, even though there has been an increase in hot-desking and teleworking, and research suggests that mobile devices have made working at home and on transport more pervasive. More concerning is that work-integrated learning is code for a placement, an internship, or some sort of experience in a physical workplace.

Oliver's considerations are especially relevant in current times as the unprecedented work from home arrangements triggered by the COVID19 pandemic changes the nature of work in many industries. Technological advancement has increasingly influenced the mobility of the workforce and as such the notion of the 'physical workplace' as noted by Oliver above has become contested. Continued work from home arrangements in the wake of the pandemic are likely to impact WIL and its delivery, however these changes and challenges are yet to be fully understood. Despite this, and especially because of increasing imperative for increasing workforce participation in the wake of the pandemic, it is likely that WIL will continue to evolve as a curricula approach to bridge the worlds of

learning and worlds of work for university students. A further examination of the origins of WIL follows that emphasises the longevity of this phenomenon through its history.

2.2.3. Origins

The conceptual underpinnings of WIL are related to the works of Dewey (1929, 1933) and Vygtosky (1929/1997) as considered earlier in this chapter, as well as Schön (1983), Boud et al.(1985) and Kolb (1984; Kolb & Kolb, 2009). These theorists draw on the principle that experience is the best teacher (Dewey, 1977), and establish a link between formal learning and experience. Experiential learning such as WIL mobilises "Dewey's conception of learning as an active process of grappling with conditions and problems in the world; constructing and testing solutions; and interacting with others to make sense and make progress" (Moore, 2010, p. 3). Teaching and learning in WIL therefore, should not be standardised as a routine, but should be reflective and intentional (Dewey, 1933), so that adaptations can be made and knowledge can be built from experience. The more recent literature builds upon the work of Dewey and Vygtosky to further explain how WIL is enacted in Australian universities.

Kolb's (1984) Experiential Learning Theory (ELT) has influenced WIL because of its recognition of action and reflection as critical elements of experience, and because it "identifies learning differences among academic specialties" (Kolb & Kolb, 2009, p. 299) and therefore demonstrates interdisciplinary application. Kolb (1984, p. 41) defines learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience." In this process, concrete experiences provide the basis for observations and reflections. These observations and reflections "are assimilated and distilled into abstract concepts from which new implications for action can be drawn" (Kolb & Kolb, 2009, p 299). Implications of the learning process are then tested, and consequential knowledge is developed. Tracing the paths between concrete and abstract experiences is largely the decision of the learner and does not always occur in a prescribed sequence, as they move fluidly to grasp what is being

learned. Kolb and Kolb (2009, p. 301) explain: “a learner may work hard to create an abstract model to make sense of an internship experience or experiential exercise.” This suggests that ELT applies to both simulated classroom-based activities, as well as learning that occurs in a workplace. Similarly, “from the learner’s perspective solitary reflection can be an intensely emotional concrete experience” (Kolb & Kolb, 2009, p. 301). The ELT cycle is reflected in Billet’s (2011) work which acknowledges the personal experiences of students while learning and explains its significance in the effective integration of WIL into higher education.

In a similar vein, Argyris and Schön (1974) established that becoming a professional through education requires experience and engagement and is enhanced further when reflective practice is added. This development of competencies through both experiential and reflective actions (Argyris & Schön, 1974) is fundamental to the purpose of WIL. Schön (1983) considered that much of the reasoning behind decision making remains at the subconscious level. Schön’s theory is significant in that academics are required to adjust and adapt to different learners and learning environments in their experiences with WIL, and this generally occurs as a subconscious act. This process is also significant for students undertaking WIL who are required to actively reflect to understand and deepen their learning, and academics are required to reflect, and problem solve in a multiple boundary spanning learning environments.

Reflexivity in academics’ practices is required to work with individual students’ learning pathways, and to assist in understanding what is being learned and how it is relevant. This concept, originating from Boud et al.’s studies (1985) is important in experiential learning; for students to maximise the benefits of WIL, they need to actively understand the learning that has transpired so they can mobilise it as “intent can act as a filter or magnifier” (Boud & Walker, 1990, p. 63). Emphasising the intent of learning interactions is important in WIL contexts. Intentional learning to develop appropriate workplace practices is a critical element of the most prominent and well recognised forms of WIL that are highly contextualised in the curricula, are profession specific and sequenced

carefully to reflect knowledge and proficiency of the student at their stage of learning. The practices involved in supporting active reflection and intentional learning through practice are at the root of experiential learning philosophy, and shape academic work in university WIL curricula.

2.3. Work Integrated Learning in the university context

The role of WIL in universities has attracted increasing attention in recent times. The impetus for employability, driven by government, industry and students, has demanded the need for strategies that produce work-ready graduates (Kay et al., 2019). WIL is one of the strategies employed by universities to enhance graduate employability. “Industry-facing, output-focussed” (Osborne & Grant-Smith, 2017, p. 60) curriculum is required to enhance employability amongst graduates (TEQSA, 2021). There are critical implications for universities pursuing this route, especially considering the impetus for re-writing and re-structuring curricula to ensure that the employability goal is attained (Osborne & Grant-Smith, 2017). It is also important (given the marketisation phenomenon) that university education approaches maintain separation from their vocational counterparts (such as TAFE), rather than appearing to be “sub-sectors” (Tight, 2019, p. 103) within the one system. Academics tasked with facilitating WIL curriculum under these organisational circumstances within universities “may feel caught between practical relevance . . . and theoretical facets of their work” (Sullivan & Rosin, 2008, p. 45). The development of a university culture that reflects the requirement of both education *and* employability depends upon opportunities for “new ways of relating to and learning with each other, . . . understand (ing) the work of education, and the work education does” (Osborne & Grant-Smith, 2017, p. 67). However, Sullivan and Rosin (2008, p. 46) found that “a lack of shared discourse” between disciplines within universities presented the “core problem that stood in the way of us learning from one another.” The dynamic nature of the HE sector requires a consideration of the philosophical, as well as practical, implications influencing relationships and roles in universities and how these might evolve into the future.

WIL is a curricula vehicle that facilitates the transition between discipline and profession or education and work by "establishing a relationship between tacit and explicit knowledge" (Abeysekera, 2008, p. 8). Over the past two decades, the increase of WIL curricula approaches in universities has been driven by employability outcome requirements for university graduates. Learning strategies facilitated in WIL can be aligned with four key aims of higher education that emerged from an overview of the Australian University Sector in 2004 (Department of Education, Science and Training, 2004, p. 1). These aims remain salient in current times and have been further refined to inform policy in the years since. It was then found that most Australian universities strive to develop:

1. Knowledge attributes – graduates are expected to have good literacy and numeracy skills, the ability to communicate and listen and appropriate discipline-specific knowledge.
2. Thinking attributes – graduates are expected to have good conceptual and problem-solving skills, the ability to question, be creative and to combine theory and practice.
3. Practical attributes – graduates are expected to have the ability to use information technology and be proficient in any other technical skills appropriate to their discipline. The ability to initiate and respond to change is also considered an important attribute.
4. Personal attributes and values – graduates are expected to have a commitment to learning, be flexible and able to work in a team, have leadership skills and understand the concepts of ethical action and social responsibility.

Development of these attributes was considered critical to the success of the graduate in their chosen line of work, and therefore critical in enhancing employability in 2004. More recently, in 2016, Universities Australia entered an agreement with the Australian Chamber of Commerce and Industry, Business Council of Australia, Australian Industry Group, and the Australian Collaborative

Education Network Ltd in recognition of the need to collaborate if desirable graduate outcomes were to be realised (Universities Australia, 2016). This agreement aimed to "deepen relationships between universities, entrepreneurs, industry and communities" and "identify, promote and disseminate further opportunities for Work Integrated Learning" (Universities Australia, 2016, p. 1). The connections between WIL and employability and economic outcomes were made clear in this agreement.

In 2020, education reforms legislation was passed in Australia that further highlighted the imperative for job-ready graduates. This package included $900 million in funding to support universities to work with local industries to produce job-ready graduates (Department of Education, Skills and Employment, 2020a). This reinforces the requirement for universities to effectively connect with industries and communities to provide job-ready graduates and confirms the employability impetus for universities.

The literature refers to employability in a number of ways, including but not limited to, graduate competencies or qualities (Faulkner et al., 2013), generic skills, vocational skills and professional skills (MacDonald et al., 2014) and graduate attributes (defined as the knowledge, skills and abilities that are acquired by students outside their disciplines and required for the world of work) (Barrie, 2007). Employability can be attained by graduates learning the specific knowledge, skills and attributes required by the professions to gain employment (Kalfa, 2015), and provides an opportunity to develop a professional identity (Jackson, 2017). Recent policy changes in Australian higher education refer to this as being job-ready (Department of Education, 2020). In this research, these collective terms will be considered more broadly as relating to and reflecting employability.

The literature reports that development of employability skills (and related notions of employability and graduate attribute development) through university learning, is far from straightforward (Suleman, 2018). A significantly complex aspect of fostering employable graduates is the relationship played out between stakeholders (such as students, academics, industries, communities and

governments) in deciding what employability is. The role of the individual is critical (Moreau & Leathwood, 2006) in obtaining and transferring skills relevant to their workplace, yet it has become the responsibility of universities, and the academics working there, to impart these skills. Employers are the final frontier for graduates, and the judge of whether the graduate has become employable. Hence, WIL curricula have remained predominantly outcomes and employability focussed (Jackson, 2015).

Yorke (2004, p. 7) suggests that employability skills are:

> a set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.

Yorke (2004) identifies the key stakeholders invested in employability in this statement, although it is important to consider their various perspectives. For example, employers view graduates through their own professional lens, which would suggest that an employable graduate differs dramatically from context to context. Arora (2015) found there is little consensus amongst employers about what constitutes employability. However, the literature recognises that generic employability skills, including communication skills, teamwork, and cognitive abilities, such as analytical thinking, exist regardless of context (Suleman, 2018). Oliver et al.(2014) establish that employers in Australia prioritise teamwork and interpersonal skills, foundation skills (written and oral communication, problem solving, and critical analysis) and adaptive skills (adapting to new situations and learning self-sufficiently) regarding employability. The Foundation for Young Australians (2017, p. 8) also stipulates that similar generic, enterprise skills are broadly applicable across the workforce. These are “transferable skills that enable young people to engage with a complex working world,” including communication skills, digital literacy, writing, training others, and problem solving. These skills have been identified to be “a powerful predictor of long-term success.”

In Australia, the requirement to emphasise employability as an outcome of higher education has resulted in a collaborative approach from industry, employer and educational groups to develop the National Strategy on Work Integrated Learning in University Education (Australian Collaborative Education Network (ACEN), 2015). Yet, more recently, calls for more flexibility and innovation in WIL curriculum and approaches have been made (Universities Australia, 2019; Zegwaard & Rowe, 2019). Continuous incremental change has impacted upon the university's mission and purpose, hence, the ways that disciplinary knowledge is produced and implemented in teaching and learning models continue to be adapted and adjusted (Guzmán-Valenzuela, 2018). The demand for employable graduates is placing increasing pressure on universities to find new methods of integrating the development of skills, both technical and generic, that foster graduate employability outcomes (Zegwaard & Rowe, 2019).

Consequentially, this has resulted in increasing competition between Australian universities for WIL placements, placing pressure on the sector to find new ways to engage with industry, accommodate growing student numbers, and adequately prepare students for their placements, and their future work (Kay et al., 2019). Despite these competitive circumstances, learning and teaching approaches in WIL are driven by pedagogy. Billett (2011, p. 1) revealed five key factors influencing the effective integration of WIL into HE learning and teaching systems as summarised below:

1. Students' personal experiences and interactions experienced during WIL should be considered.
2. Student engagement with the experiences together with pedagogic practices foster richness of learning.
3. Student exposure to practice-based learning is insufficient unless those experiences are enriched through preparation, engagement and opportunities to share and reconcile what has been learned.
4. Pedagogic practices that develop engaged and critical practitioners are required.
5. The effective integration of experiences across practice and university settings depends upon students being prepared, engaged and active learners in these settings. Without this, students would struggle to engage in professional practice and become effective critical and reflexive practitioners.

With these aspects in mind, innovation in WIL models has increased rapidly.

The increasing impetus on Australian universities to enhance employability and improve graduate outcomes has triggered the emergence of innovative approaches to WIL curricula. Kay et al. (2019, p. 402) challenged the "adequacy of current WIL practices for preparing students to face an uncertain and volatile workforce" in their research which explored the ways in which universities in Australia are innovating practices and evolving new models of WIL. They report on a project that aimed to build capacity in Australian universities by showcasing these innovative models, particularly those that engage with small to medium enterprises. These include micro placements which involve short term (2-10 day) intensive, project-based opportunities in workplace and online projects, or placements involving students online within their industry, allowing for geographic flexibility. Competitions conducted with industry or within the university, encompassing an intensive activity-based experience are also considered a WIL innovation, together with incubators and start-up engagement where students interact through WIL with businesses in their early stages, and consulting, where students provide consultation services and information with the support of university channels (Kay et al., 2019, p. 405-407).

The features of these emerging models of WIL are outlined below:

Table 2: Key features of emerging models of Work Integrated Learning

Areas	***Features***
Stakeholder engagement	Involving multi-educational sectors Community engaged Engaging alumni Increased use of brokers/third parties Broad/deep partnerships with host organizations Spanning multiple universities or institutions
Design elements	Engaging multiple disciplines Intra/Entrepreneurial elements Scalable and sustainable Flexibility in duration, location and space Coach/mentor elements Geographically dispersed Investment elements
Co-designed with partners	Co-designed with industry or community Co-designed with students

Source: Kay et al., 2019, p. 407

The emerging models of WIL significantly expand the capacity for universities to enhance employability in methods different from the work intensive and costly placement model of WIL that is most used in Australian universities (Kay et al., 2019). Investment, both financial and philosophical, is required to resource these new ways of "relating to and learning with each other" (Osborne & Grant-Smith, 2017, p. 67) for the benefits to be realised. Building staff capacity to facilitate these multi-contextual, innovative approaches to WIL also needs to be considered (Kay et al., 2019), given that WIL is complementary to, not an alternative for, traditional, on-campus learning (Jackson, 2015).

The consequence of these employability imperatives and changing learning and teaching environments is that more academics are required to facilitate WIL. This suggests that their interests, particularly regarding professional development and resourcing needs, should be considered. Increased research in WIL is required for universities to develop effective and sustainable WIL curricula approaches with transparent and traceable processes (Rowe, 2015; Zegwaard & Rowe, 2019). Understanding academics' work in Work Integrated Learning potentially provides a critical insight into how these programs are being delivered and the implications of the drive for employability and the consequences for academics working in Australian universities.

2.4. Voices in WIL

This phase of the review focussed on finding recent publications about WIL in Australian universities that reflect academics' perspectives or experiences. The literature review matrix for this section is available in Appendix 1 (phase 3) and shows the 26 journal articles that were identified during this phase. The next section explains the results of the analysis of this literature, the themes and key findings. The aim of this phase was to explore how academics are situated in WIL work contexts and how their voices are represented in the Australian university WIL literature. The phase of the literature review revealed that students were participants in 20 articles, employers in 8 articles, academics in 7 articles and professional staff in 5 articles, which suggests that there are many voices

in WIL. A thematic analysis of this literature revealed three key themes which will be described in the next section: positive voices in WIL; conflicted voices in WIL; and the voice of reason: the employability imperative. Each of these themes describe the contexts in which WIL is enacted and reveal insights into the work of academics charged with its carriage. This literature also reveals a glimpse of academics' experiences with WIL, although their voices are predominantly silent. The literature reports that both benefits and challenges arise during the WIL experience, and that the driving force behind WIL curricula is employability, however the voices of the academics at the wheel of WIL are underrepresented. The next section explores the complicated nature of WIL through the themes and associated issues revealed during this phase of the review and contextualises the phenomenon of WIL with which academics work.

2.4.1. Voices in WIL: opportunities

Positive outcomes for students participating in WIL curricula have been emphasised throughout the literature. Trede and McEwen (2015) found that WIL had a positive influence on continuing enrolments and motivated students to persist with their studies when early exposure to workplace learning was provided. They found that experiencing WIL programs in the early stages of their university career developed an understanding of the ethical, cultural and political nature of their chosen professions and "nurtured deliberate lifelong learning" (Trede & McEwen, 2015, p. 31). In a similar vein, an exploration of an interprofessional practice program revealed that provision of interprofessional activities during the early stages of students' university experience developed positive attitudes towards working within collaborative teams and prevented the development of negative stereotypes (Lawlis et al., 2016). Aprile and Knight (2020, p. 870) considered the professional readiness of teacher education students an important area of examination "given the recent imposition of government definitions of 'readiness' on evaluation of graduate outcomes" in their discipline. They found that while the professional readiness development was contingent on the student's individual experience with WIL, that WIL was vital for preparing students for professional work. In a postgraduate WIL program, Russell and Coventry (2019) linked participation

of practicing nurses in further education to promotional opportunities in enhanced professional practice competency, while an archaeology WIL program had "transformative effects" on its students according to Wright and Verness (2016, p. 267). Strong et al. (2019) found that participation in a music studio campus-based learning program encouraged self confidence in students, developed peer networks and assisted in establishing their pre-professional identities. The predominantly positive nature of the WIL experience for students studying in Australia has been well documented in the recent literature.

The development of WIL curricula was significant in supporting these positive WIL experiences. Robinson (2018, p. 525) suggested that the "design and management of a WIL curriculum is imperative" in keeping assessment productive and focussed on student outcomes. Jackson et al. (2017) found that involving industry partners and students to develop a negotiated learning plan clearly and simply communicated shared learning objectives. Constructive alignment between skills development and theoretical learning was found to improve linkages between assessment and students' professional skills development outcomes in Ruge and McCormack's (2017) examination of assessment in the building and construction discipline. They also found that "clear 'interweaving' of academic and early professional skills development through teaching and learning activities allows students to clearly identify personal learning benefits" (Ruge & McCormack, 2017, p. 379). The interweaving of teaching and learning activities was considered by Tuttle and Horan (2019) when they explored the use of simulations in a physiotherapy course to examine its influence on the next phase of WIL in their curricula programming, the clinical placements. They found that the simulation-based learning resulted in a global improvement during the clinical placement of all student participants and that the additional learning activity was considered an asset to the program under scrutiny. Connections between courses, and students' performance in these courses, was examined by Jackson (2020). Interestingly, she found that previous academic achievement did not influence students' workplace-based performance in her recent research, calling into question academic performance barriers that block students from the positive WIL experiences espoused in

this research compilation. Further barriers and challenges associated with experiencing WIL are explored in the next section.

2.4.2. Voices in WIL: challenges

Challenges in WIL contexts were far reaching in the literature examined. Challenges such as the cost of further education for professionals seeking WIL opportunities (Russell & Coventry, 2019) and the undervaluing of career development learning strategies that maximise WIL outcomes (Jackson & Edgar, 2019) are contrasted with placement problems encountered by regional universities facilitating WIL programs (Jones, 2016) and difficulties preparing and placing international students in WIL programs (Jackson, 2016) in this review. This demonstrates that WIL is complex, complicated and serves the disciplines and professions that define its context. In this sense, WIL challenges have been presented by researchers as closely defined within disciplinary silos, however, the diversity of contexts that have been examined reveals the extensive reach of WIL programs in Australian universities.

In some cases, however, commonalities defied the context driven nature of WIL research. WIL curricula, especially assessment, was revealed as a shared concern across programs, disciplines and institutions. Robinson (2018, p. 525) summarised: “what a student needs to learn and how they should be assessed remains a contentious issue.” Conflicting opinions and workflow issues between industry and academic assessors were reported as a stumbling block in some cases (Bilgin et al., 2017; Jackson, 2016; Jackson et al., 2017; Naumann et al., 2016; Robinson, 2018). Academic and employer awareness of the legal frameworks governing WIL placements, and the subsequent risks arising from problematic placements, was also considered a critical challenge by Cameron (2019). Opportunities to learn about specific WIL aspects, such as legal requirements and risk mitigation (Cameron, 2019), were acknowledged as challenging for “time-poor lecturers” (Wright & Veness, 2017, p. 266).

Resourcing WIL in general presented as a challenge in the literature, with time appearing to be the main barrier. Authors reported the need for time in hectic academic and professional staff scheduling to learn about the legal services available to support them (Cameron, 2019), provide more substantial pre-placement development for students and employers and for visits to support students on site during placements (Jackson et al., 2017). Challenging workloads were revealed as a significant issue for both academics and professional staff, especially time spent supporting students and developing and examining assessments (Bilgin et al., 2017). Bilgin et al. explain:

> The problem is exacerbated by the lack of recognition of the tasks and time required to deliver quality WIL in many academic workload models: both in relation to assessment and more broadly. Adapting these workload models to more adequately reflect the realities of WIL is required and, as our results indicate, this needs to be done in a way that is sensitive to the diversity of WIL modes of delivery. (Bilgin et al., 2017, p. 183)

University timetabling was also a barrier in the case of the RMIT Music Studio project, as this, together with university policies, "meant that the assessment fell short of capturing student involvement and effort in their own time" (Strong et al., 2019, p. 308). The impact of financial stress during compulsory unpaid placements in Social Work fields, and a lack of resources to support students under financial hardship during these periods was also seen as problematic (Johnstone et al., 2016). The literature that discussed barriers and challenges of WIL hinted at curricula that could be stretched too far.

2.4.3. Voices in WIL: the employability imperative

The third theme emerging from this review captures the overarching rationale for WIL: the employability imperative. Ruge and McCormack (2017, p. 382) found that assessment enhanced employability when a "deliberate discipline-based design process" was followed, and that students' awareness of developing generic and professional skills were improved through "a 'constructive,

explicit and reflective' learning approach." Generic skills, enhanced self-sufficiency and technical skills beneficial to careers in ICT professions were improved according to Mackrell's (2016) research.

Placements were closely linked with developing employability through achievement of professional competencies. The inclusion of interprofessional clinical placements within WIL curricula was found to benefit students and improve their employability by exposing them to "complex health care situations" in one WIL unit (Lawlis et al., 2016, p. 165). Another article reported that some students in an engineering WIL experience were offered employment immediately following their placement (Male & Macnish, 2015). A study that examined an archaeological WIL experience found that the student was able to "move beyond peripheral participation in the profession to 'fully functioning agent'" enabling a smoother transition from student to professional archaeologist (Wright & Veness, 2017, p. 278). Professional readiness was also demonstrated by students in a journalism WIL program that "produced publishable and broadcast standard work and showcased student skills" (Jones, 2016, p. 211).

However, research into teacher education found that employability was not developed purely through placement. Aprile and Knight (2020, p. 881) found that work readiness was developed through a more reflective, nuanced and connected curricula design. While they described placements as "vital" in teacher education, additional learning that provided "opportunities to deconstruct and critique these experiences and use existing knowledge to build new problem-solving strategies for professional work" must follow placements. They argue that non-placement WIL activities, such as problem-solving projects connecting theory to practice are critical in developing professional competencies essential to teaching, such as decision making and critical reflection, and presented more powerful learning opportunities than imitative teaching practices. The sequencing of this learning following placement was seen to contribute to professional readiness and the development of job-ready graduates more than the placement itself (Aprile & Knight, 2020).

2.4.4. Searching for academic voice

Academics were participants in just over a third (7/26) of the literature compiled in this phase of the review, with one considering two academic roles (academics and teaching assistants), although findings and recommendations that reflect the views of academics were minimal. However, the academic voices that have been heard tell important stories about WIL.

Dickfos (2019) examined her own experience in undertaking professional development in the profession her discipline serves. Labelling this a "Pracademic" experience, Dickfos considered that professional development experiences that enable academics to retain currency with related professions, "an essential component of a comprehensive framework of professional development." She explains that such an experience benefits "academic staff in terms of an expanded academic and professional profile, (and supports) a teaching curriculum which is reflective of current professional practice" (Dickfos, 2019, p. 253). She also suggests that closer professional ties between host practitioner and university as a result of a pracademic experience leads to enhanced reputations of all parties concerned. However, while her experience was framed as essentially beneficial, issues negotiating workload so that she could undertake this professional development experience was also noted.

Workload modelling was the focus of Papadopoulos's 2017 study. Her research found that workload modelling based on assumptions that past performance guide future outputs was problematic. She explains:

> Academic performance and productivity are . . . unamenable to metrics that depend on reductive quantification. Workload allocation models which reduce the complexity of academic practices to a pie-chart on a spreadsheet . . . constitute a mismeasure of academic labour. (Papadopoulos, 2017, p. 523)

While Papadopoulos's research was a document analysis, and academics did not contribute directly as participants, the examination of the policy backdrop to academic work reveals that academics

may experience workload issues because of modelling processes undertaken to manage academic labour in universities. Wenham et al. (2020, p. 1037) also identified that the support needs of academic staff undertaking WIL work are "very different to those in standard courses,"[5] perhaps reflecting an underlying constraint implicating academics and their workloads when they undertake WIL responsibilities. Similarly, the importance of university workload models was also noted by Bilgin et al. (2017) because of the complexity of WIL work. They suggest that "staff expertise, connectedness, experience and recognition" should be considered in the allocation of WIL work. They shared the experience of one senior academic interviewed in their research who commented that "without his level of authority" he would be unable to "navigate the institutional relationships and systems" given the time required to produce quality WIL curricula.

> He went on to emphasize the need for experienced academics to convene WIL courses due to their complex and "demanding" nature, noting that he would be "hesitant to give [teaching a WIL course]to a junior person" because the additional workload it involved could be "disruptive to their career trajectory." (Bilgin et al., 2017, p. 180)

Bilgin et al. (2017) revealed in their research the complicated and time-consuming nature of undertaking WIL work, and provided important insights into the challenges of WIL work in the voice of this senior academic. The understanding of the influences of internal machinations and the related power/authority tensions within universities, and their impacts on WIL enactment, is clearly articulated here in the voice of the involved academic. These authors call for "university workload models and promotion policies for academics" that provide "better recognition of the professional and institutional value of teaching WIL courses" (Bilgin et al., 2017, p. 180). In this research, the academic voice is clearly heard, and has contributed to an increased understanding of the wicked problem of WIL from an academic perspective.

[5] The term 'course' is used by these authors to mean a single unit of study.

2.5. Summary

The review of the literature has uncovered research trends in WIL towards employability and the role of WIL curricula in preparing professionals of the future. It has also been found that while WIL has been showcased as a positive experience and an opportunity for students to develop their skills and knowledge beyond classroom learning, it has barriers and challenges that impact upon its optimisation, particularly regarding resourcing. In the Australian literature, academics' voices are rarely heard. The minimal research that has been undertaken with academics as participants has been individual, discipline or program specific, with little to report about academics' perceptions and experiences of their work in WIL. An opportunity was subsequently identified to explore the experiences and perceptions of WIL academics, across disciplines, and across institutions in Australian universities.

Chapter 3: Conceptual Framework

3. WIL in the borderlands: conceptualising the territories of Work Integrated Learning

This chapter examines how Work Integrated Learning in universities can be conceptualised as borderlands, encompassing multiple territories in which academics work. Drawing on concepts of tribes and territories (Becher & Trowler, 2001) and borderlands (Anzaldúa, 1987/2007), WIL is conceptualised as the territories bordering the worlds of work and the worlds of learning, referred to in this study as the WIL borderlands. The WIL borderlands have evolved at the nexus of work and learning, alternative territories for academic work. Academic experiences and perceptions of these places have been investigated in this study.

This chapter provides a rationale for conceptualising the WIL borderlands. Firstly, this chapter introduces tribes and territories, and explains how they have been represented in higher education contexts in the extant literature. Then, borderlands is explained as a critical concept that defines and describes the territory of WIL, the context of this case study. Examples of extant literature from higher education contexts that use borderland theory are also provided. The WIL borderlands are then described as providing conditions in which wicked problems can thrive.

3.1. Tribes and Territories

In their book *Academic Tribes and Territories* (2001) Becher and Trowler drew data from 220 interviews with academics across twelve disciplines in 18 institutions across two countries (Britain and the USA). Academic experiences, in their own voices, informed the development of tribes and territories as a way to convey notions of identity and community within universities. Tribes and territories conceptually frame disciplines and provides a lens through which the fluctuations and interactions between and amongst academics within universities can be examined.

Becher and Trowler (2001, p. xiv) used tribes and territories to conceptualise the "recurrent practices, values and attitudes" in academia in universities at a time of significant change. Globalisation, massification (enabled by technological advances) and vocationalisation of university degrees to supply "qualified students for the professions, industry and commerce" (Becher & Trowler, 2001, p. 5), were disrupting the higher education sector. Today, the implications of these trends have seen new stakeholder expectations emerge with significant consequences for the sector. In particular, the rapid expansion of HE has impacted upon universities to keep pace with the expectations and capabilities of the many students now seeking a higher education (Small et al., 2021; Tight, 2019). This expansion, known as massification (Trow, 1970; Trow, 2006), has influenced an "instrumentalist view of HE as the servant of business" (Becher & Trowler, 2001, p. 5) and accompanied a "fundamental shift in power relations in terms of who defines what counts as useful knowledge and whose discourses achieve dominance" (Becher & Trowler, 2001, p. 6). The implications of both massification and increasing involvement of the professions and industry in shaping university programs, has resulted in the notion that a degree is required to be employable (Mok, et al., 2016; Small et al., 2021) and created shifts in expectations amongst stakeholders (Tight, 2019). Through tribes and territories, academic work can be considered against this backdrop of increasingly influential disparate drivers of the sector.

More recently, tribes and territories has been used to consider "the significance of disciplines in contemporary higher education" (Trowler et al., 2014, p. 2); to "think about academics, their disciplines and their relations to one another" in Higher Education research (Tight, 2015, p. 277) and to examine how interdisciplinarity (the combination of two or more disciplines) is enacted in universities (Mocanu & Bibiri, 2019; Trowler et al., 2012). Drawing on these authors, together with Becher and Trowler (2001), a 'tribe' is conceptualised in this study as a common academic culture, with recognisable behavioural norms. Tribes are described using characteristics to identify commonalities and differences amongst academics. 'Territories' reflect the places in which

academics work, both physical and organisational, and especially refer to the boundaries around research fields and disciplines in which academic tribes are commonly situated.

The following section provides examples of how tribes and territories have been used in higher education contexts thus far. It considers how tribes and territories have been recognised within universities, and the limitations of conceptualising academic work in this way.

3.1.1. Conceptualisations of tribes and territories in higher education research

The authors referred to in this section have used tribes and territories to conceptually frame their research. Tight (2008) examined the higher education research field using tribes and territories and Carmichael (2012) used tribes and territories to consider a cross-disciplinary teaching and learning project. Krause (2014) used tribes and territories to explore the cultural differences between two disciplines. In 2015, Tight referred once again to tribes and territories to consider higher education policy and cited both Carmichael (2012) and Meyer and Land (2012) with reference to their use of 'threshold concepts' in their research as being complimentary to tribes and territories. Mocanu and Bibiri (2019) used tribes and territories to examine interdisciplinarity. All of these examples can be considered within the field of higher education research broadly. These studies provided insights into the benefits and limitations of using tribes and territories conceptually and are considered in the following section.

In 2008, Tight considered the tribes and territories of higher education researchers in his work that examined co-citations among the most published researchers in the higher education research field. He suggested that the tribes and territories framework is useful as it acknowledges difference as well as similarities by identifying "*mutuality"* and "*shared repertoires"* and revealed higher education research as "a partially explored territory through which a variety of tribes traverse" (Tight, 2008, p. 603 emphasis in original). Tight's use of tribes and territories as a way to categorise research by linking common characteristics is an approach well used by researchers in his field. However, as the examination of further research in this chapter reveals, disciplines, and the work undertaken by

academics, can be characterised by complexity, differences and divergences rather than shared cultures.

Carmichael (2012) used tribes and territories to interpret his research of a cross-disciplinary teaching and learning project in a UK University (Carmichael, 2012, p. 31). The cross-disciplinary nature of his research was described as involving academics from "pure and applied sciences to arts and humanities, and from established academic subjects to newer, more vocationally oriented fields" (Carmichael, 2012, p. 32). Participants (university teachers and tutors) were asked to engage with threshold concepts in the context of their discipline as a form of professional development, to improve pedagogical practices throughout the University. Threshold concepts enable progression in learning through a critical transformation in interpretation or understanding and possess five characteristics: transformative, irreversible, integrative, bounded and troublesome (Meyer & Land, 2006). Threshold concepts are significant when investigating tribes and territories in a cross-disciplinary context (such as those in which Carmichael's research is situated) as territorial borders present thresholds between places. In fact, he found that cross-disciplinary experiences were formative for his academic participants personal and professional career trajectories. He explained:

> The image of intellectual journeying was invoked as they explained how they had 'started out' an engineer, or musician, or scientist and 'ended up' in their current role or post. These included teaching and research in pure and applied sciences, social sciences, arts and humanities as well as a number of fields that were themselves cross-disciplinary 'importers' of approaches, methods and perspectives (Carmichael, 2012, p. 35).

This process of 'starting out' and 'ending up' is relevant for academics who have experienced both professional and academic work contexts who now work at the nexus of learning and work. It also captures the notion of being in process, and in transition (Anzaldúa, 2007), which is a critical characteristic of borderland territories.

In his research, Carmichael noted that it was tempting to seek out binaries to establish tribes and territories in the context of his study. This meant that characterising the commonalities between his academic participants would have simplified what was found to be a complex and nuanced phenomenon. Instead, he captured the complexity of experiences through 'lines of flight' (Deleuze & Guattari, 1994), indicating that differences and divergences were more significant in his study than distinguishing collective behaviours and practices. Carmichael suggested this alternative conceptualisation presented an opportunity "to trace the processes by which ideas like the concept of thresholds are territorialised and remade in specific disciplinary-institutional-curricular locales" (Carmichael, 2012, p. 40). He also suggested that future research to support improving pedagogical practice of university teachers might go beyond exploration of historical accounts, where the focus is on finding patterns, instances and recipes, to consider "imagined alternatives and possible futures" (Carmichael, 2012, p. 40). The cross-disciplinary nature of his research context also highlighted the need for more shared spaces for "vicarious learning from others and to offer encounters with other perspectives and new ideas which may take flight, or be appropriated and remade" (Carmichael, 2012, p. 40). This research also suggests that tribes and territories do not accurately reflect the work enacted by academics, however it provides a useful starting point as it reflects the way that academic work is organised.

Krause (2014, p. 6) interviewed 22 academics from two disciplines (History and Mathematics) working in three universities in Australia. Her study reported on academics' perceptions of "the enduring value of disciplinary knowledge and methods, along with perspectives on the place of generic skills in the curriculum" (Krause, 2014, p. 3). She (2014, p. 5) sought to examine how academic disciplinary cultures influenced "the nature and quality of teaching and learning in higher education" and whether the concepts of tribes and territories remained relevant to understanding academic work in these contexts. A critical question in her research was: Do you see yourself as part of a teaching community within your discipline? Based on this question, she sought to determine if the academics participating in her research identified with a 'teaching tribe' within their discipline.

She found that “shifts in academic territories and apparent fragmentation of disciplinary tribes” (Krause, 2014, p. 15) were evident in her participants’ responses. She reported that conceptualising academic work and workplaces as tribes and territories did not resonate with her participants, suggesting that some academics in her study were more ‘nomadic’. She explains:

> When it comes to sharing ideas about teaching and curriculum design in the discipline, it seems – to extend the anthropological metaphor – that some of these academics are more like academic nomads than members of a tribe . . . (Krause, 2004, p. 15).

She found “no discernible pattern” of academics identifying with a disciplinary teaching tribe in her research, with four participants identifying with this community, four participants not identifying, and three unsure. Rather, she found that “sociocultural factors shaping departmental cultures appear to play a much more significant role when it comes to developing a sense of community” (Krause, 2014, p. 15). Krause (2014, p. 16) found that preconceived notions of “disciplinary boundaries” as conceptualised through territories did not acknowledge “the ‘current’ and ‘flow’ of knowledge within and across disciplines.” She concluded that while the bounded discipline “remains an instructive unit of analysis for understanding how academics perceive their work and their identities . . . revising existing depictions of disciplines and the interplay of people, processes and policy they compromise” is required (Krause, 2014, p. 15). The notion of disciplines is identified by Krause, and others in this chapter (see Mocanu & Bibiri, 2019), as a necessary descriptor in higher education research, but one that requires further consideration in the context of how academic work in enacted in universities today.

In 2015, Tight examined how higher education researchers have used tribes and territories to frame his research. He considered the origins and meaning of tribes and territories and explored its application in extant higher education literature. He also considered issues related with the conceptual application of tribes and territories and noted that the emphasis in Becher and Trowler (2001) was on “traditional disciplines, such as chemistry, economics and history” and not the

disciplines more closely aligned with professional or vocational fields such as education, health and business (Tight, 2015, p. 286). Tight (2015) also suggested that the growing emphasis on interdisciplinarity may reduce the relevance of tribes and territories (although the framework is used in an interdisciplinary context in Mocanu and Bibiri (2019) to be considered shortly). However, Tight (2015, p. 287) argues that interdisciplinarity "usually turns out to be about the development of new disciplines, sub-disciplines or specialisms . . . and their practices are similarly capable of characterisation." He also refers to criticisms that this characterisation approach "promotes the idealisation and simplification of disciplines" (Tight, 2015, p. 287).

Mocanu and Bibiri (2019) considered the benefits of interdisciplinarity within the humanities in their consideration of two distinct disciplinary approaches to linguistics. In their work, interdisciplinary means "a connection between two or more disciplines in one or more ways" (Mocanu & Bibiri, 2019, p. 88). Contrasting the benefits of interdisciplinary research approaches with bounded disciplinary approaches, Mocanu and Bibiri (2019, p. 86) use tribes and territories to suggest that thinking about problems through the lens of disciplines is problematic, and "insufficient in meeting the challenges of a society that is constantly changing." They argue that stimulating interdisciplinary engagement at both conceptual and methodological levels provides "a more complex knowledge" of the phenomenon under investigation (Mocanu & Bibiri, 2019, p. 86-87). They also make the point that the notion of interdisciplinarity relies upon the "systematic and integrative usage" of disciplinary methods and concepts (Mocanu & Bibiri, 2019, p. 88). However, they challenge the validity of disciplines in their bounded state:

> Interdisciplinarity is based on our understanding of the fact that we live in a world of complexity, where the hermetic borders between disciplines are no longer valid, a world in which we must identify the connections between various fields of knowledge (Mocanu & Bibiri, 2019, p. 98).

Mocanu and Bibiri's (2019) research highlights that tribes and territories, as understood through the bounded disciplines found in universities, require reconceptualising. Their use of tribes and

territories reveals that while it may not be conceptually useful to examine current academic practices, it retains its significance as a way of historically framing how academics worked and the continuing organisational framing of knowledge contexts as disciplines in universities. They argue that a "holistic, unifying perspective" that "could trespass the rigid borderlines between disciplines" is required today in universities (Mocanu & Bibiri, 2019, p. 87).

These researchers have provided an insight into how tribes and territories can be used to conceptually frame research in higher education contexts. This theory is useful because it reflects the organisational structure of universities, and therefore reflects how academic work is organised (in disciplines). However, Krause (2016), Mocanu and Bibiri (2019) and Carmichael (2012) found that using tribes and territories to examine academic work may require reconceptualising in order to capture the realities of universities today.

Therefore, in this study, tribes and territories are reconceptualised to incorporate borderlands (Anzaldúa, 1987/2007). Borderlands are useful for conceptualising territories where the borders merge, recognising the thresholds in interdisciplinary or cross-disciplinary curricula, and locating the nomadic tribes that traverse in-between territories. The WIL borderlands are characterised in this study as being interdisciplinary and nomadic because the academics working there are from established tribes and territories of academia, therefore they do not reside in the borderlands, but journey through as nomadic travellers. The interdisciplinarity of the borderlands, and the fluidity of academic work undertaken there at the nexus of learning and work, contribute to its propensity for wicked problems. Borderlands concepts are useful in investigating academic experiences and perceptions with the wicked problems in WIL as they capture the contrast between the uncontested, seemingly well-defined tribes and territories of academia and the interdisciplinary complexity of territories in-between.

3.2. Borderlands

In order to conceptualise borderlands, the meaning of borders must also be established. A border can be described as:

> An area that is clearly marked, concrete and static. Its function is to demarcate the outer limit among peoples, nations, and property. The purpose of the border is to designate who can and cannot legitimately enter and occupy such spaces (Elenes & Delgardo Bernal, 2009, p. 74).

Borderlands are found where "two or more cultures edge each other, where people of different races occupy the same territory" (Anzaldúa, 2007, p. 27). Borderlands have been described as a space where "culture is neither autonomous nor an eternally determined field, but a site of social differences and struggles" (Johnson & Michaelsen, 1997, p. 39). In her seminal work, *Borderlands/La Frontera*, Gloria Anzaldúa discusses in graphic detail her experiences of "where the third world grates against the first and bleeds . . . the lifeblood of the two worlds merging to form a third country – a border culture" (1987, p. 3).

Anzaldúa (1987) refers to her experiences, and the experiences of others within the borderlands, from her perspective as a Chicano living between Mexico (the third world) and the United states of America (the first world). She describes the tensions between these worlds from which the borderlands arise, for example, "feeling a sense of home coming as well as alienation" when watching Mexican movies at the drive-in her American town; of being forbidden to include Chicano literature in her English classes by the principal of her American school in which she taught; and the quiet exhilaration felt while listening to *corodos*, songs of love and death sung along the South Texan/Mexican border, songs of "Mexican heroes" rising up against their "Anglo oppressors" (Anzaldúa, 1987, p. 1028). Yet, she writes "I am afraid of going home . . . I abhor some of my culture's ways, . . . how it cripples its women . . . I do not buy all of the myths of the tribe into which I was born" (Anzaldúa, 1987, p. 1021). Her description of the borderlands as worlds grating upon one another reveals psychological conflict felt by borderland people, people who do not identify

completely with any of their associated cultures. She writes: “I have so internalised the borderland conflict that sometimes I feel like one cancels out the other, and we are zero, nothing, no one” (Anzaldúa, 1987, p. 1029). Yet, she argues passionately for her right to her own borderland identity:

> I want the freedom to carve and chisel my own face, to staunch the bleeding with ashes, to fashion my own gods out of my entrails. And if going home is denied me then I will have to stand and claim my space, making a new culture – *una cultura mestiza* – with my own lumber, my own bricks and mortar and my own feminist architecture (Anzaldúa, 1987, p. 1029).

In this study Anzaldúa’s thinking was significant because the voices of academics engaged in the WIL borderlands were largely silent in the literature, their experiences and perceptions underexplored. The identities of these academics are unknown as they are disconnected from the familiar tribes and territories of academia while working in the borderlands. In a similar way to Anzaldúa, academics working in WIL are between worlds, and may experience borderlands similarly, as sites of struggle.

In the most recent edition of this work, Anzaldúa also describes a borderland as “a vague and undetermined place created by the emotional residue of an unnatural boundary. It is a constant state of transition” (Anzaldúa, 2007, p. 25). Because of this, the borderlands can be difficult places to inhabit, or visit. They are “places of instability” that produce “a feeling of unease” (Vargas-Monroy, 2011, p. 264-265). However, researching in the borderlands has revealed new knowledge, and new ways of being and working in these complex territories. Perales (2013, p. 170) argues that the growing body of work that uses borderlands theory provides “innovated ways of thinking about borderlands across, space, time and region,” and a basis from which spaces “in-between” can be considered. Since its inception, borderland theory has extended beyond its geographic origins to also include “physical, emotional, mental and other (in) tangible states” (Harris & Niccolazo, 2017, p. 231), and has been used in diverse fields, including higher education research.

3.2.1. Conceptualisations of borderlands in higher education contexts

The borderlands can be understood by their contrasting characteristics, the characteristics that make them different from recognised places (Vargas-Monroy, 2011). Anzaldúa (2007) introduces a knowledge from the borderlands that challenges assumptions about territories and the cultures within them and raises questions about identity and belonging. Borderlands have been conceptualised in complex ways by the researchers considered in this section. For example, the borderlands within universities were conceptualised to explore the experiences of students (MacDonald & Bernardo, 2004) as well as providing characteristics for their research context, a developmental education program, as a borderland within a university. Tamdgidi (2008) gleaned insights from borderland theory that enriched perspectives of sociology, while Kraehe (2018) drew on borderland theory to examine the boundaries and thresholds characterising the (A)art discipline. The knowledge derived from these various conceptualisations of borderlands reveals "a different voice" (Vargas-Monroy, 2011, p. 265) and is developed through the recognition of alternative experiences. The following section provides examples of how these different conceptualisations of borderlands have been articulated within the extant literature.

Anzaldúa's (1987/2007) borderlands explored duality of culture and the tensions that arise when people live between two places. Because of this, much of the literature derived from borderlands theory explores notions of cultural identity, including marginalisation and privilege, that individuals experience. For example, MacDonald and Bernardo (2005) share this student's explanation of her cultural affiliations:

> For many immigrants, or sons and daughters of immigrants, fitting into American culture becomes a difficult task. As a young girl, I was taught that maintaining my culture was one of the most important things that I could possibly do. My Mexican traditions, celebrations, and beliefs are part of what make me who I am. However, there is another culture to which I belong and that is the American culture. (MacDonald & Bernardo, 2005, p. 6)

In this passage, this student reveals multiple cultural identities with "acceptance of simultaneous, seemingly contradicting truths" (MacDonald & Bernardo, 2005, p. 6). Borderlands theory provides a conduit through which voices with alternative experiences may be heard.

MacDonald and Bernardo (2005) also position developmental education programs in higher education as being in the borderlands. These authors define developmental education programs as a curriculum that develops students' capacities to succeed by recognising and building on their strengths. However, they note that students who participate in developmental education programs have "identities . . . made problematic by social power: the presence of a dominant culture which ignores, de-values, or criticizes them because they seem somehow different" (MacDonald & Bernardo, 2005, p. 2). These students are less visible as they reside "in the margins" (MacDonald & Bernardo, 2005, p. 2). They discuss how these students from diverse backgrounds already inhabit "multiple worlds" (the different socio-cultural contexts) and experience a borderland duality when they participate in developmental education programs (MacDonald & Bernardo, 2005, p. 4). They explain:

> Developmental education programs are often marginalized by . . . institutional dynamic(s). Therefore, not only are developmental education students too often positioned on the margins, so are those programs that serve them (MacDonald & Bernardo, 2005, p. 4).

However, in borderlands spaces where cultures and disciplines intersect, "issues of who one is (identity) and the principles to which one aspires (integrity) are made complex by the simultaneous presence of more than one way of being and knowing (culture)" (MacDonald & Bernardo, 2005, p. 43). MacDonald and Bernardo (2005, p. 43) assert that students may develop "an unrecognised but essential set of competencies" in borderlands programs. A challenge for those delivering programs in universities involves individual and institutional acknowledgement of borderlands practices so that new knowledge can be recognised and ways of working can be realised.

Tamdgidi (2008, p. 312) explored how Anzaldúa's writing in *Borderlands/ La Frontera: The New Mestiza* enacted a resolution between "self and global transformations as a strategy for liberatory social theorising and praxis." Written from a reflective position, Tamdgidi (2008, p. 312) explores the links between Anzaldúa's borderlands and C. Wright Mills "sociological imagination." He suggests that "for Anzaldúa the transformation of self/world involves the task of bridging/transcending/healing a vast array of habitual dualisms deeply ingrained in our personal and global landscapes" (Tamdgidi, 2008, p. 312). Tamdgidi suggests that Anzaldúa's reflective grappling with public and private sociologies captures the act of "progressively unpacking her sociological imagination" in her work, and that sociologists have much to learn from Anzaldúa's borderlands. However, he also suggested that "disciplinary identities and affiliations may continue to prevent us from hearing Anzaldúa's voice" (Tamdgidi, 2008, p. 312), alluding to marginalised habits as discussed earlier by MacDonald and Bernardo (2005). The role of the disciplines and other organisational mechanics in organising and mobilising knowledge are influential in determining which voices are heard. However, an alternative way forward is presented by Tamdgidi (2008, p. 317), from his perspective of Anzaldúa.

> What she would argue is that human actors do not have to be forever imprisoned by those social structures, but through simultaneous inner and global awareness can begin to heal and transcend the prisons of their own socially constructed world by transforming them (Tamdgidi, 2008, p. 317).

Kraehe (2018) discusses the significance of borders in universities, how they have evolved, and what this might mean for integrated practices in her conceptual paper. Using (A)rt as an example, she discussed how art practices and knowledge were integrated throughout universities prior to WWII, after which it was transformed into "Art": "a single, bounded discipline" (Kraehe, 2018, p. 5). Within this space, Art became "self-referential, with artistic work focusing inward on the discipline itself and its borders" (Kraehe, 2018, p. 5). When considered as a part of the acronym STEAM (Science, Technology, Engineering, Art and Mathematics) the disciplinary boundaries become infused with a different collaborative notion of knowledge and practice. Kraehe (2018, p. 5, emphasis in original)

suggests that two modes of (A)rt exist in universities: the big "A" Art which is bound in disciplines, and the little "a" art which is "*a dialogic practice* that takes presence in and between multiple realms." She explains:

> Art with a little "a" also engenders artistic languages and skills, aesthetic sensibilities, and creative problems, but it does so by deliberately and fearlessly crossing disciplinary borders, embracing hybridization, and risking becoming something wholly new (Kraehe, 2018, p. 5).

This portrays art as being within the disciplinary borderlands, "uncharted zones of contact where science, technology, engineering, arts, and mathematics intersect and their borders begin to fade" (Kraehe, 2018, p. 6). This example demonstrates how alternative, and multiple, knowledges and practices can be recognised though the lens of borderlands theory.

3.3. Academics in the WIL borderlands

In this study, academics working in WIL are conceptualised as working in the WIL borderlands, where they are required to have knowledge that is recognised in multiple territories. While it may be tempting to conceptualise a tightly coupled profession and disciplines as a singular territory, the borders between profession and discipline are contextually significant in WIL from an interdisciplinary perspective. They are also important as they contribute to the wickedness of WIL by exhibiting threshold characteristics. These characteristics and their influences in the WIL borderlands are explored in the following section.

There are five threshold characteristics: transformative, irreversible, integrative, bounded and troublesome (Meyer & Land, 2006). WIL, at the threshold between learning and work, is transformative in that it supports students transition into the worlds of work, and irreversible in that the experiences gained in WIL will influence students' understandings of the worlds of work. In its naming, WIL is integrative, but is contextualised by the acronym and therefore recognised as a bounded curricula approach that enhances student employability. It is also troublesome, with many moving parts, processes and people required for its outcomes to be realised. The threshold

characteristics of the borderlands resonate with the in-process, transitional complexities of WIL. Academics working in WIL are therefore required to negotiate the thresholds and traverse between territories, as nomads in the WIL borderlands.

These borderlands are interdisciplinary, embracing academics from various tribes and territories, suggesting that finding a shared identity, a tribe that belongs in the WIL borderlands, may be problematic. Academics' tribal terminologies require adaptation in the WIL borderlands for their stories to be shared, their experiences understood and their voices to be heard. Anzaldúa (1987) considers the significance of languages that are spoken in the borderlands. She writes:

> For a people who are neither Spanish nor live in a country in which Spanish is the first language; for a people who live in a country in which English is the reigning tongue but who are not Anglo . . . what recourse is left to them but to create their own language? (Anzaldúa, 1987, p. 1024).

Similarly, academics working in the WIL borderlands may create their own shared meanings when communicating in this space. For a shared language to evolve, the words that are used to represent their work in the WIL borderlands require interdisciplinary collaboration for consistency. Language "capable of communicating the realities and values true to themselves . . . to identify ourselves as a distinct people" is critical in the borderlands (Anzaldúa, 1987, p. 1024). Anzaldúa calls this a "secret language" (Anzaldúa, 1987, p. 1024), one that embraces a borderland identity. Conceptualising the WIL borderlands opens an opportunity to describes an alternative academic territory, with its own languages, customs and characteristics, where academic work can be recognised beyond the tribes and territories described by Becher and Trowler (2001).

3.4. The WIL borderlands and wicked problems

> Borderlands issues are made problematic as privilege and resources (social power) are inequitably distributed (MacDonald & Bernardo, 2005, p. 8).

Rittel and Webber (1973, p. 160) introduced ten "distinguishing properties" of wicked problems in their seminal paper "Dilemmas in a General Theory of Planning." These properties explain the malignant, tricky and at times, aggressive nature of a wicked problem. The distinguishing properties of wicked problems conceptualised through the WIL borderlands are as follows.

The first distinguishing property of a wicked problem is: "There is no definitive formulation of a wicked problem" (Rittel & Webber, 1973, p. 161). The borderlands dynamics are multiple and represent collections of contrasting knowledge from known territories (Vargas-Monroy, 2011). This characterises the interdisciplinary nature of the WIL borderlands. If problems were formulated within single disciplines, the extent of the knowledge used to define and solve these problems would be necessarily bounded in the discipline. No single approach to problem formulation exists in the WIL borderlands because its interdisciplinarity, exacerbated by its situation between the worlds of learning and the worlds of work, generate a complex collage of characteristics.

The second distinguishing property of a wicked problem is: "Wicked problems have no stopping rule" (Rittel & Webber, 1973, p. 162). Borderlands' boundaries are permeable, shifting and un-fixed. The boundaries around problems in the borderlands are in transition, in process (Anzaldúa, 2007), and unstoppable. The WIL borderlands are conceptualised as places that intentionally foster transitions between the worlds of learning and the world of work. This duality of being both interdisciplinary and in-between further complicates opportunities to stop, or resolve, problems.

The third distinguishing property is: "Solutions to wicked problems are not true-or-false, but good-or-bad" (Rittel & Webber, 1973, p. 162). Borderlands have multiple worlds (MacDonald & Bernardo, 2005) and ways of being. Determining best case scenarios in these diverse spaces is the most reasonable approach. It was found in Chapter Two that WIL has many critical stakeholders and is significantly influenced by external agencies such as employers, industries and governments. Satisfying all stakeholders in the WIL borderlands would be highly unlikely, therefore identifying a solution that is "good enough" is required (Marshall, 2016, p. 295).

The fourth distinguishing property is: “There is no immediate and no ultimate test of a solution to a wicked problem” (Rittel & Webber, 1973, p. 162). Borderlands are constantly in transition (Anzladua, 2007). The problem to be tested in borderland territories is likely to change and is not a fixed state. Testing solutions in the WIL borderlands become increasingly problematic when considering the scheduling required to facilitate WIL. Opportunities for ‘testing’ are limited both in the worlds of learning, where semester scheduling rules progress, and the worlds of work, where commercial and productivity demands provide little time for trial and error.

The fifth distinguishing property is: “Every solution to a wicked problem is a "one-shot operation"; because there is no opportunity to learn by trial-and-error, every attempt counts significantly” (Rittel & Webber, 1973, p. 163). Changing terrain is a characteristic of the borderland. A ‘solution’ will impact the borderland ecosystem. The worlds of learning and worlds of work that characterise the WIL borderland are critically intwined, and intricately aligned to enable enactment of WIL curricula. There is a high risk of having a ‘domino effect’ in the case of failed attempts at problem resolution in the WIL borderlands.

The sixth distinguishing property is: “Wicked problems do not have an enumerable (or an exhaustively describable) set of potential solutions, nor is there a well-described set of permissible operations that may be incorporated into the plan” (Rittel & Webber, 1973, p. 164). The multiplicities that exist in the borderlands mean that there is no well-marked, easily accessible, clear path forward. This is particularly the case when multiple stakeholders are involved in the plan, such as in WIL. Rolling responses to generate best case scenarios is a likely approach.

The seventh distinguishing property is: “Every wicked problem is essentially unique” (Rittel & Webber, 1973, p. 164). Borderlands people are likely to have borderland identities (see MacDonald & Bernardo, 2005), although they may also affiliate with a tribe beyond the borderlands. The borderlands within are important as they influence the ways in which borderland territories, and the problems within them, are perceived. In the WIL borderlands, stakeholders’ perspectives are derived

from more certain territories and shaped by their tribal cultural practices drawn from outside the borderlands. This suggests that problems arising within the borderlands are unique, because how they are perceived is dependent on the person.

The eighth distinguishing property is: “Every wicked problem can be considered to be a symptom of another problem” (Rittel & Webber, 1973, p. 165). The multiple, contrasting and competing characteristics of the borderlands are infinitely intertwined and inseparable, “betwixt and between” (Harris & Niccolazo, 2017, p. 239). Problems are symptomatic of the duality that exists there, “the lifeblood of the two worlds merging to form a third country” (Anzaldúa, 1987, p. 3).

The ninth distinguishing property is: “The existence of a discrepancy representing a wicked problem can be explained in numerous ways. The choice of explanation determines the nature of the problem's resolution” (Rittel & Webber, 1973, p. 165). In the borderlands, the choice of explanation is strongly dependant on the perception of the individual, and the languages they speak. For example, the interdisciplinary WIL borderlands have multiple disciplinary languages. Terminology can be a source of confusion in these places if commonalities and capabilities to “create their own language” (Anzaldúa, 1987, p. 1024) cannot be found. Individualised and territorialised world views abound in the borderlands; these world views contribute significantly to the borderlands’ complexity. Explanations and resolutions meaningful to one person, may not be meaningful to another.

The tenth distinguishing property is: “The planner has no right to be wrong” (Rittel & Webber, 1973, p. 166). Interventions in the borderlands (such as policy and governance strategies) from recognised territories are problematic. The authority of the planner is likely to be challenged by one tribe or another that frequent them. Planners are likely to meet resistance or apathy as their world view may only be partially shared by borderlands cultures (if shared at all). Implications of decisions are quickly absorbed by borderlands cultures and have their own consequences.

Given the synergy between wicked problems characteristics and borderlands conditions, the WIL borderlands can be characterised as territories ripe for wicked problems. Churchman and King (2009, p. 515) argue that attempts by universities to "focus on unifying factors to promote cohesion" may in fact be contributing to an academic culture of subversion. This goes to the eighth and tenth wicked problem characteristics where every problem is considered connected to another problem, and where the planner has no right to be wrong. Attempts to control, regulate and manage academic environments in conjunction with industry may have contributed to the emergence of the WIL borderlands where stories of wicked problems can be told. Gibbs (2019, p. 501) suggests that academics "have a duty to tell the truth even when it is unpopular, risky or potentially unsafe for them." In this study, the WIL borderlands represent sites of collegiality where academic voices may be heard.

Academics working in the WIL borderlands may have developed "unrecognised, yet essential competencies" (MacDonald & Bernardo, 2005, p. 43), including specific languages, to share their experiences of this complicated terrain and tell stories of the wicked problems that arise there. Creative adaptive strategies, frameworks that account for multiple identities, and academic approaches that "shape thinking and behaviour in complex and sophisticated ways" are likely to have been developed as "borderlands competencies" (MacDonald & Bernardo, 2005, p. 8). This study aimed to explore the perceptions and experiences of academics working in WIL through the lens of the borderlands, as an alternative territory. In doing this, new competencies may be revealed of a previously undescribed tribe.

3.5. Summary

This chapter has conceptualised WIL using tribes, territories, and boundaries to construct a distinctly different territory that is found between the worlds of learning and the worlds of work. Conceptualising academic work as enacted in the WIL borderlands provides contextual clarity around the complexity of work in WIL and enables tribal tensions that may be felt between worlds to

be investigated. The WIL borderlands introduced in this chapter describes territories where the similarities and differences between academic work in WIL, and their perceptions and experiences, can be explored beyond the recognised tribes and territories of universities.

Now that the conceptual framework has been explained, the next chapter describes how this study was conducted. It describes how this case study of academic perceptions and experiences of WIL in Australian universities was designed to reveal previously unheard voices at the nexus of education and industry.

Chapter 4: Research Design

4. Exploring WIL academic work: a qualitative case study approach

The research context for this thesis is interdisciplinary, multi-institutional and crosses both university and industry work and learning spaces in order to investigate diverse WIL academic experiences. These spaces describe and define the WIL borderlands in the context of this study. While academics in WIL are employed by universities and belong to various disciplinary tribes, their work requires that they move between university and industry, discipline and profession, and at times across these contexts to enact their work. This wide contextual lens enables an insight into academic experiences and perceptions of Work Integrated Learning, which has been previously identified as a gap in the literature (See Chapter 2). Understanding WIL from the perspective of academics contributes to an increased knowledge of the WIL borderlands and the work that is undertaken there.

The extant literature examined in Chapter 2 revealed that despite the benefits and challenges of WIL, WIL academic voices were rarely heard in the literature. As these academics are tasked with preparing the professionals of the future, these voices need to be heard. Their knowledge of preparing students for work is critical in improving graduate lives and livelihoods and provides a new perspective to what is already known about the employability benefits of WIL. Academics who experience WIL also have insider knowledge of working in the WIL borderlands. The role they are asked to undertake when facilitating WIL curricula is one removed from their familiar tribes and territories, detached from bounded disciplinary practice within universities and (re)connected with the professions and other worlds of work. What academics think about their work in the WIL borderlands can inform university leaders, policy makers and academics themselves about the professional consequences of undertaking alternative academic work and how this work might better be supported and acknowledged. Therefore, this study has been designed to explore the experiences and perceptions of academics working in the WIL borderlands. This research aimed to answer the following research questions:

Research question 1: *How do academics experience Work Integrated Learning in Australian universities?*

Research question 2: *What are the perceptions of academics about the future of WIL?*

The following chapter outlines the research design and methods utilised in undertaking this qualitative research. The theoretical underpinnings and reasoning for qualitative research are introduced, then explained from a constructivist epistemological perspective in the next section of this chapter. The methodological research approach, case study, is then considered. Data collection methods and data analysis processes and procedures are elaborated on in the sections that follow before ethical considerations and issues of rigour are examined in the context of this study. Researcher reflections provide an insight into the constructivist nature of this research towards the end of this chapter, explaining how decisions were made throughout the research process. Concluding comments are then made about the outcomes of the research, foregrounding the findings chapters that follow.

4.1. Qualitative research

This study is qualitative, and therefore will "make sense of, or interpret, phenomena in terms of the meanings people bring to them" (Denzin & Lincoln 2011, p. 3). It relied on the detailed views of participants (Creswell, 2013), explanations and stories of experiences and perceptions. Qualitative research has three key features (Bryman, 2012, p. 380). First, an inductive view is taken in qualitative research, enabling theory to be interpreted from the data; second, the social world is interpreted in qualitative research and relies on interpretations of the world by participants, and the researchers' interpretations of participants' worlds (as revealed in the data), therefore its epistemological roots are interpretivist; and thirdly, qualitative research is constructivist, "which implies that social properties are outcomes of the interactions between individuals" (Bryman, 2012, p. 380) in context, and as such are constructed from their experiences and perceptions of their world.

Qualitative research is described by Brinkman (2015, p. 620) as research that revolves around human subjects, who "differ from all other creatures in their interpreting and self-interpreting capabilities . . . who, as acting and speaking beings, each possess a unique perspective on the world." He further describes the researcher's role as striving to "capture and understand these perspectives, usually via dialogue (often framed as qualitative research interviews) and try to give them voice (especially those whose voices are rarely heard), with the researcher's display of empathy being an important virtue in this regard" (Brinkman, 2016, p. 620). Subsequently, in this research, detailed descriptions of perceptions and experiences have been elicited through the methods employed to explore the work of WIL academics in Australian universities.

The exploratory nature of this study means that it has evolved during the research process. Qualitative research is iterative, evolving and emergent rather than designed as a lineal step by step process (Knapp, 2017). In designing qualitative research, the research problem is front of mind. However, in the search for appropriate methods to source the appropriate data from which the research question can be answered with contextual sensitivity, the researcher may start at many different places, and revisit them throughout their qualitative research journey.

Research questions in qualitative enquiry are often drawn from tacit knowledge generated from the researcher's experience, as they are in this study. In this sense, qualitative methodology presents itself as a "multi-dimensional and innovative approach" to research, by focussing on a phenomenon of the real world that requires deep exploration (Ward et al. 2018, p. 135). This research began with a broad question based on the researcher's experience about other academic's experiences of WIL. Knapp (2017, p. 44) suggests that from this point, the "real or most productive research questions, the most useful and insight-producing framing ideas" emerge during the research design process. Research questions should be exploratory and evolutionary, and therefore should be asked as "how" or "why" questions, and only to participants who understand the research problem (Ward et al.,

2018). The qualitative analysis then places these individuals' narratives under scrutiny by "coding the data in order to understand the meaning of the person's experiences" (Taylor, 2017, p. 312).

Adaptive and reflexive processes have been undertaken in this research to ensure that thick, rich description is captured in the data. Hence, the iterative and emergent process of qualitative research seeks to thoroughly describe phenomena in their contexts, and in seeking this deep understanding, generate significant theoretical or conceptual contributions to the relevant field. In the Higher Education Research field, research that captures insight into "conceptualizations of complex phenomena" is able to inform and influence policy through "conceptual rather than instrumental or political contributions to knowledge" (Perna, 2016, p. 328). In this thesis, conceptualising the WIL borderlands contributes to an increased understanding of the work undertaken by academics unbound from the disciplines in which academic work is usually organised. This shift in perspective can reveal new knowledge of academic work and workspaces in evolving and altering university environments.

This qualitative research enabled complicated contexts and environments to be understood from the perspectives of academics, hence revealing a "richer picture" (Agee, 2009, p. 569) of the phenomenon of WIL in Australian universities. As phase three of the literature review revealed earlier (see 2.4), the voices of academics in WIL are largely unheard within the Australian higher education WIL context. Understanding education contexts requires "an unravelling of multiple perspectives on the symbolic structures and dynamics of those settings" in an effort to "question assumptions and gain new perspectives" (Agee, 2009, p. 569). Therefore, these voices are likely to contribute to a richness and increased understanding of WIL in Australian universities. As a qualitative, constructivist methodology, case study is an appropriate research approach to examine this phenomenon as it allows qualitative researchers to construct boundaries around environments and experiences to enable close, contextual examination of a particular phenomenon or bounded system (Bryman, 2012; Creswell, 2013; Stake, 2008).

4.2. Case study

Case study is defined by many researchers, and as such, there are many perspectives of case study methodology and how it should be used in research. For example, Harland (2014) states that case study research provides an opportunity to learn from the experience of others in a specific social context in time and space. It is widely used in Higher Education research as it is useful for establishing new knowledge from the research context which can then be used by others practicing within the context. In this sense, case study methodology has intrinsic value, but can also potentially contribute to development of theories and practices in universities more broadly (Harland, 2014).

Various methods can be used in case study research (Yin, 2011). This means that when surveys and questionnaires are utilised as methods in case study research, open ended questions that generate description tend to be used rather than questions that generate statistics (Tight, 2013). Yin (2011) suggests that using both qualitative and quantitative data can be beneficial in case studies to examine a phenomenon within its context, in contrast to quantitative or experiment studies where phenomena are examined as if no context exists (Goddard, 2010). It is possible for numeric data to assist in answering research questions within a qualitative research design (Harland, 2014). Punch (2013, p. 144) suggests that case study research is conducted through "whatever method seems appropriate." This means that a variety of methods can be used effectively to capture data relevant to the phenomena to be examined. The methods chosen reflect the type of case study that is being undertaken and the research questions guiding the study. There are many types of case study, defined in different ways depending upon the author, their research questions and their philosophical perspectives.

The overarching case study methodological approach was conducted in accordance with the writing of Bent Flyvbjerg (2011), as presented in *The Sage Handbook of Qualitative Research* (Denzin & Lincoln (eds), 2011) however, Stake (2008) also influenced the case study design used in this

research. The following section outlines how Flyvbjerg (2011) and Stake (2008) contributed to the design of this research.

Flyvbjerg (2011, p. 301) describes four necessary factors required to undertake case study research which can be mapped to this study. Firstly, the case is decided by choosing "the individual unit of study and the setting of its boundaries." In this study research experiences and perceptions of WIL academics are examined within Australian universities. Secondly, the case study must have depth, demonstrated through richness, completeness and detail in the description and analysis of the phenomenon being examined. In this research, participant responses to survey and interview questions provided in-depth, insider insights into the enactment of WIL academic work which were then examined using content analysis and thematic analysis techniques (to be explained later in this chapter). Thirdly, case studies should "evolve in time," therefore presenting a phenomenon in process, capturing events and occurrences in a particular time and place. Both survey and interview participants in this research shared experiences that were in process, reflected on past experiences and provided their perceptions of the future. Finally, case studies focus on context, therefore, the boundaries stipulated in defining the case mark a contextual line of inclusion, and exclusion. For example, in this research, WIL academic participants were sourced only from Australian universities. Flyvbjerg (2011) argues that case studies are beneficial as they enhance expertise by developing context dependent knowledge through learning. Case studies enable the researcher to obtain "a nuanced view of reality" by learning from others' experiences in close proximity (Flyvbjerg, 2011, p. 303). Case studies are also useful for theory development, especially when they highlight both similarities and differences within the phenomenon being examined, as they "point to the development of new concepts, variables and causal mechanisms" (Flyvbjerg, 2011, p. 305) and add to the complexity and richness of the case being reported.

Stake (2008) suggests that case study enables bounded systems that are contextually unique to be examined. He takes the view that the intent to understand a bounded space deeply is the focus of

the researcher, embracing interpretation and bias as a necessary part of the research. The researcher, who is likely to have an insider view (as is the case in this study), should work closely with research participants in case study research (Stake, 2008). Case study methodologies, according to Stake, allow for naturalistic inquiry, a focus on 'happenings' rather than seeking cause and effect relationships, with interpretation central to understanding the phenomenon under examination (Stake, 2008).

Despite the benefits of case study research design, criticisms of case study research are apparent in the extant literature. Flyvbjerg (2011) draws upon the broader criticisms of case study in the section that follows. Most criticisms are linked to a lack of generalisability and therefore call into question the scientific nature of enquiry through case study. Tight (2010) also links criticisms about case study to the inability to generalise findings and found that the use of the term 'case study' itself has also been criticised. However, generalisation is not necessarily an objective of qualitative research and criticisms of terminology do not undermine the contribution that this approach can make.

4.2.1. Criticisms of case study research

Flyvbjerg (2011) highlights four main 'misunderstandings' pertaining to Case Study research that are relevant to this study. These criticisms are explained further in the section then reconsidered in light of the suitability of case study design in regard to this research.

The first misunderstanding about case study research is that "general theoretical knowledge is more valuable than concrete case knowledge" (Flyvbjerg, 2011, p. 3). Flyvbjerg (2011) argues, however, that knowledge produced from case studies evolves from a relevant context, therefore, this type of concrete case knowledge is much more valuable than predictive, generalised theory when trying to explore a phenomenon or solve a problem within a real-world setting. Researching with respect for the natural setting enables a deeper, richer, more descriptive account of the phenomenon to be constructed. The following sections add context to this critical misunderstanding of the case study research approach.

The second misunderstanding is that "one cannot generalise on the basis of an individual case; therefore, the case study cannot contribute to scientific development" (Flyvbjerg, 2011, p. 3). Case study research is best understood through social constructivist or interpretive perspectives, hence contrasting and comparing case study methods with statistical approaches seeking to generalise does not serve it well. This resonates with Flyvbjerg's (2011, p. 12) view that formal generalisation for scientific development is "overvalued". Research approaches should work in harmony with the aim of the research, hence appropriate methodological and analytical techniques are selected on this basis. The aim of most case study researchers is not to generalise findings, but to engage deeply with the phenomenon under investigation, and in this sense is not easily compared with other methodological approaches. However, Flyvbjerg (2011) also suggests that the knowledge generated through a single case may inform those in similar contexts by providing an example. The in-depth description required to deliver case study findings informs others of its relevance or otherwise which may prove to be transferable. However, this is not usually the intention of qualitative case study research.

The third misunderstanding is that "the case study contains a bias toward verification, that is, a tendency to confirm the researcher's preconceived notions" (Flyvbjerg, 2011, p. 4). This is more likely to come into question where the interpretivist intentions of a qualitative researcher are made clear, "where even with good faith . . . biased and selective accounts can undoubtedly emerge" (Robson & McCartan, 2016, p. 179). However, Flyvbjerg (2011) argues that investigator bias is no more prevalent in case study research than in other modes of inquiry, and alternatively, through the process of describing the phenomenon under investigation, the preconceived notions of the researcher are more likely to be challenged.

The fourth misunderstanding pertaining to case study is the notion that "it is often difficult to summarize and develop general propositions and theories on the basis of specific case studies" (Flyvbjerg, 2011, p. 4). This misunderstanding is generated by the complexity of case studies, and the

challenges of capturing all relevant contextual information so that the story of the case may be shared. Interweaving narratives that explain and describe experiences and perceptions of individuals to inform the broader social context of a case can be challenging (Gregory, 2020). Summarizing processes can present difficulties in case study research because of the complexity of the data, "the properties of the reality," found in natural environments (Flyvbjerg, 2011, p. 25).

However, this can be managed if the case itself can be considered a story that is told through a conceptual or theoretical lens. Meyer (2001) suggested that a well-informed theoretical or conceptual framework enhances rigour, consistency and trust in qualitative research findings. In this study, the conceptual framework of tribes and territories and borderlands (see Chapter 3), allows the experiences and perceptions of participants to be framed so that the story can be told. Flyvbjerg (2011, p. 25) suggests that complex stories, descriptions and narratives inform case studies so they can be read as "narratives in their entirety." Being able to engage with research findings as one would a story contributes to a deeper understanding of the phenomenon under investigation and provides an enhanced accessibility to the knowledge generated through the research.

This research has been designed with these critiques in mind. The case study research design works to represent the voices of WIL academics within the Australian higher education context. The purpose of this research is capture their experiences and perceptions as they have occurred within their natural university and industry environments. The multi-disciplinary environments captured through the academic voices in this research provides an opportunity for a transdisciplinary narrative to be constructed through this interpretive case study design.

4.3. Data collection methods

This section outlines methods that have been used for data collection during this study. The methods used in this research were an online survey, semi-structured interviews and researcher journaling. The participants were selected for this study under the conditions of generic purposive sampling, which is often employed in relation to selecting participants who have the information

required to answer the research questions (Bryman, 2012). Purposive sampling is a non-random, strategic approach to identifying participants relevant to the research to be conducted (Bryman, 2012). Participants were required to be contract or permanent staff members of an Australian university; currently, or previously responsible for curriculum that supports Work Integrated Learning delivery; able to speak and read English, as the research instruments will use English, and the research will be reported in English. The specific processes related to participant recruitment will be discussed in alignment with the relevant research method, the survey or the semi-structured interview. Data collection for this study began in June 2018 when the online survey was released for one month and concluded in November 2018 when the final semi-structured interview was recorded. Interview participants were recruited from the survey and using snowballing methods and were interviewed at times that suited the participants during the data collection phase. Throughout the data collection phase, and through the analysis of the data, a researcher journal was also kept. This journal was used for note taking, clarifying and questioning the data, and subsequently provided a new set of data from which researcher reflections could be analysed and interpreted.

The table below outlines how each method was used to answer each research question together with a rationale for its inclusion.

Table 2: Research questions and methods alignment

Research aim: The research investigated academics' experiences and perceptions of Work Integrated Learning in Australian universities.			
Research question	**Data required**	**Method**	**Rationale**
How do Australian academics experience Work Integrated Learning?	Academics' backgrounds, including qualifications, disciplinary and professional allegiances and work history. Academics' experiences in enacting WIL, perceptions of their interactions and work, and opinions related to WIL, WIL work and the university and industry sectors they traverse.	Survey Interview	The survey aimed to establish a basic profile of WIL academics in Australian universities as this data was not available in the literature. The survey's open-ended questions and the semi-structured nature of the interview enabled a breadth of experiences and interactions to be captured.
What are the perceptions of academics about the future of WIL?	Academics' speculative opinions about the future of	Survey Interview	Survey and interview questions were designed to encourage participants to

	WIL and their future work in WIL.	Researcher journal	speak/write candidly about the future towards the end of the survey/interview. Interpretation by the researcher was done with the assistance of a journal kept for the duration of the research.

The design origins, descriptions and details of participant recruitment processes of each of the data collection methods are explained in the following sections.

4.3.1. Survey

Surveys are an appropriate method of obtaining information from and about people, their thoughts, opinions and experiences. Finke (2016, p. 1) explains that surveys are "information collection methods used to describe, compare, or explain individual and societal knowledge, feelings, values, preferences, and behaviour." Survey responses can help guide policy, evaluate programs and support research (Finke, 2016) and the survey used in this study contained questions designed to elicit relevant data to be analysed. Multiple choice questions in the survey provided descriptive data about the academics' background which provided an insight into the qualifications range, duration of experience in universities and in other industries, and duration of experience in WIL. Open ended questions were asked to elicit descriptive detail about academic experiences and perceptions of WIL.

This survey was designed as an exploratory survey, as little is known about the phenomenon under investigation. Exploratory surveys aim to probe the nature of phenomena in order to determine issues that require further investigation (Babbie, 2007). Smaller sample sizes are typical of explorative survey techniques as this method is used to examine issues relevant to an under-studied population (Welton et al., 2014). Web-based explorative survey techniques have been used in higher education research to examine educational leadership (Welton et al., 2014) and field instructors in social work education (Dedman & Palmer, 2011).

Surveys have been a popular data collection choice in WIL research and have been used to inform reports, find out about student perceptions and experiences, and to understand employer

requirements (Patrick et al., 2008; Woolley, 2015). Of the research that has been conducted into educator perceptions and experiences of WIL, one study utilised survey method (McCurdy & Zegwaard, 2009). The WIL Report (Patrick, et al., 2008) also used a survey to capture the experiences of WIL staff, including academics. The survey instrument for this study was influenced by the survey design used in The WIL Report, together with the survey design used in the KPA Phillips (2014) report that examined employer perceptions and experiences of WIL in Australia. These two instruments were examined, and survey questions were refined to encompass the research aims of this study. As surveys can be conducted easily online through data capture programs such as Survey Monkey, this dissemination strategy was utilised as a suitable and cost-effective method of data collection from people in varied and diverse locations. Academic and educator perspectives more broadly have been researched using this software previously (Glenn et al., 2012; Keevers et al., 2014; Shobe et al., 2014).

Survey participants were sourced through a recruitment email containing a link to the online survey and an information sheet (see Appendix 3). The email was sent to ACEN (Australian Collaborative Education Network), RUN (Regional Universities Network), IRN (Innovative Research Universities) and Go8 (Group of Eight University network) inviting WIL academics to participate in the research. An overview of the research proposal and links to the survey and information sheet was also included in the ACEN newsletter for July 2018. From these emails, 24 academics responded to the survey. Of these, 18 were completed in full.

The survey responses provided important insights into the worlds of academic WIL work. However, half the survey respondents that completed the survey chose not to opt into the interview. The survey responses were also anonymised, so they could not be traced to the academics who also opted in. While more survey participant responses might have enhanced the scope of this data collection phase, in reflection, it is likely that the workload issues confronted by WIL staff in general (Patrick, et al., 2008) and WIL academics specifically (Bilgin et al., 2017; Papadopoulos, 2017) may

have been a factor in limited survey engagement. Despite the small number of survey respondents, the survey data is useful in three significant ways:

1) Providing a descriptive professional profile including work history and education for academics who were interviewed and for academics who weren't interviewed

2) Providing credibility to the more detailed responses from interview participants through triangulation

3) Providing insider perspectives of WIL through which the extant literature can be further scrutinised

4.3.2. Semi structured interview

Semi structured interviews were conducted to obtain the participant's perspectives regarding their experiences relevant to the research aims and questions (McIntosh & Morse, 2015). The semi-structured interviews elicited data regarding experiences and perceptions of the participants in regard to WIL in their disciplinary, professional and university contexts. The structured element of the interview was developed from the exploratory survey findings and probing questions were included to prompt participants to explain further and reveal deeper insights into the complexities of their work (McIntosh & Morse, 2015). Interview participants were initially recruited through the survey. Survey respondents were invited to opt-in to the interview, which nine respondents did through a separate survey link to maintain anonymity. A further four participants opted-in to the interview through snowballing strategies.

In the semi-structured interviews, all questions were asked to all participants in the same order, and their responses were analysed systematically (McIntosh & Morse, 2015). Deciding on the questions used in semi-structured interviews is largely dependent on research context. In the context of this study, the survey findings together with the literature review findings provided the rationale for the questions included. The semi-structured interview design also drew upon interview questions used

to collect data from University Senior Management in The WIL Report (Patrick et al., 2008). The following process (adapted from Chadwick et al., 1984, p. 120: see also McIntosh & Morse, 2015) was then used to check preliminary interview development to ensure alignment between semi-structured interview practice and the information required to meet research aims.

1. Are all of the questions included necessary?
2. Do the questions elicit the types of responses required to answer the overarching research questions?
3. Is the language of the research instrument meaningful to the respondents?
4. Are there other problems with the questions, such as double meaning or multiple issues embedded in a single question?
5. Are the questions in logical order?
6. Finally, does the interview recruitment strategy motivate respondents to participate in the study?

The recruitment strategy, research instrument and interview process together inform the interview protocol which is available in Appendix 4.

The number of participants that can contribute to qualitative research is variable. Likewise, the length of time that a qualitative interview can take is also variable and is largely dependent on participant interest and engagement (Bryman, 2012). Interviews ranged from 42 minutes to 86 minutes and were conducted between July and November 2018. In this study, Zoom videoconferencing was utilised to interview the participants for convenience of both researcher and participants, except for two participants who were interviewed over the telephone at their request. Interviews were digitally recorded and transcribed. Ethical clearance was sought and granted from CQUniversity's Human Research Ethics Committee (See Appendix 7).

During the semi structured interviews, I engaged the interviewees in order to elicit experiences, perspectives and stories about their experiences and perceptions of their WIL work. The details of the settings and contexts from which these stories arose provided the data that was analysed. I

often used silence, probing or prodding questions and other techniques to put the participant at ease and encouraged open communication and description of what occurred (Rapley, 2011). How researchers position their participants, and likewise how participants position interviewers is critical to conducting interviews in critical qualitative research (Rapley, 2011), therefore I took care to acknowledge the shifting power dynamic during the interview process. I was aware that some interviewees might consciously attempt to mislead me during the interview, in order to reflect a "socially acceptable answer attitude" (Diefenbach, 2008, p. 875). Therefore, critical listening and tactical questioning was an important strategy utilised while interviewing participants (Diefenbach, 2008).

Creswell (2013) suggests that when data saturation is reached, the interviews have fulfilled their data collection role. In this case, data saturation was reached when the final interview was completed. Maxwell (2012, p. 22) suggests that small participant numbers contribute to the ability to engage deeply with individual data and is typical in qualitative research, where "researchers typically study a relatively small number of individuals or situations and preserve the individuality of each of these in their analyses." As participants remained anonymous in this research, pseudonyms were given to each participant interviewed. Profiles of each participant were developed to preserve their individuality, as suggested by Maxwell (2012), so their individual voices do not become lost in the analysis.

4.3.3. Researcher journal

During the data collection and analysis stages of this thesis, I kept a handwritten journal. This journal contained important notes about thoughts, potential conclusions and questions that arose during this time. Saldaña (2016) considers this process to be analytic memo writing (see section 4.2.2 and Appendix 5). I took notes throughout the data collection and analysis phases through to the completion of this study. Discussions with supervisors, reflections on relevant news stories and notes from journal articles informed my analytic memo writing in my researcher journal, along with

notes and thoughts from conferences I attended. During the interviews, the researcher journal was also used as note paper, so that key statements made by participants, initial perceptions from tone and non-verbal cues and the subsequent thoughts and questions triggered in the researcher, might be revisited at a later stage in the interview, and also used for reflective and analytic purposes later during the research process.

Researcher journaling can reflect the natural history of a research project and provide a map of professional growth that the researcher undertakes through the research (Banegas, 2012). Research journals can be a "rich source of data" for investigating the development of identities, both researcher, and participants (Banegas, 2012, p. 40). Guillemin and Gillam (2004) also suggest that maintaining a research journal allows the researcher to "step back and take a critical look at (her) own role in the research process" (p. 275). Deggs and Hernandez, (2018, p. 2554) suggest that the journal can also contribute to accuracy of findings:

> Qualitative researchers should be aware of their positionality throughout the design, data collection, data analysis and reporting of the study. Awareness of one's positionality enables the researcher to exercise proper reflective practices to ensure accuracy of research findings.

They also suggest that use of researcher journals and field notes as data can help to contribute to the credibility of the research. Hence, the researcher journal is listed as a research instrument and source of data for this research.

4.3.4. Survey questions, interview questions and research questions alignment

The table below provides an overall summary of how the research questions are addressed by each instrument by question and the associated chapters in which the findings are reported. Please note that survey questions 4, 5 and 6 (Part B) have not been included as directly addressing the research questions, but they provided important context in establishing the diversity of backgrounds from which WIL academics come.

Table 3: Question, method and finding alignment

Research question	***Research method***	***Findings***
How do Australian academics experience Work Integrated Learning?	Survey (Appendix 4) • Q1: How is Work Integrated Learning named in your course units? • Q2: Describe how Work Integrated Learning is implemented within your unit. • Q3: Are students paid in your WIL units?	Chapter 5 (Part A)
	Interview (Appendix 5) • Q3: Tell me about how your students experience WIL. • Q5: So, how do you see your role? What part do you play in the WIL experience? • Q6: If you could share one experience, or one thing that you have learned being an academic in WIL, what would it be? Q7: What do you find most rewarding about WIL? • Q8: How do you work with other organisations to deliver your program? • Q9: What about challenges? In your experience, are there any challenges that stand out?	Chapters 6, 7 & 8
	Researcher journal	Chapters 5-10
What are the perceptions of academics about the future of WIL?	Survey (Appendix 4) • Q9: In your view, what are the most important outcomes of WIL? • Q10: What do you believe to be the most significant challenges of WIL? • Q11: What type of support would enhance your delivery of WIL in the future?	Chapter 5 (Part C)
	Interview (Appendix 5) • Q1: What does WIL mean to you? Can you describe it for me in your own words? • Q2: If you could assign one word to your experience of WIL – what would it be? And why? • Q4: What about your organisational partners? What do you think their WIL experience is like? • Q5: So, how do you see your role? What part do you play in the WIL experience? • Q7: What do you find most rewarding about WIL? • Q9: What about challenges? In your experience, are there any challenges that stand out?	Chapters 6, 7 & 8
	Researcher journal	Chapters 5-10

The survey and the interview enabled academics' perceptions and experiences (the unit of analysis) to be considered in regard to the WIL context. Researcher journaling throughout the data collection

and analysis process also provided important insights in this constructivist study. The next stage of the research process was the analysis, which is explored in the section to follow.

4.4. Data analysis

The data from closed survey questions were analysed using content analysis therefore structural coding (Saldaña, 2016) was used. This process involves attributing a content-based code to a segment of data so that a list of descriptions pertinent to a research question could be formed. The responses to the open-ended questions in the survey were analysed thematically, along with the interview data. The following section describes the theoretical basis of the analytic techniques used in this study and explains how the analysis was conducted.

4.4.1. Content analysis

Qualitative content analysis is a data driven approach to determining meaning through interpretation within the context of the phenomenon under investigation (Schreier, 2012). The survey participants' responses were analysed using content analysis, and as such, the focus was on selected aspects of meaning found in the data that related specifically to the research questions (Schreier, 2012). Responses were examined in reference to the contextual meaning of the text "to extract manifest and latent content meaning" (Cho & Lee, 2014, p. 4), allowing for a higher level of abstraction to gain a sense of how different data related to each other (Schreier, 2012).

Content analysis is appropriate where extant knowledge of the phenomenon under study is fragmented or limited (Elo & Kyngäs, 2008). This analytic approach is highly systematic and requires the researcher to engage with "every single part of the material that is in any way relevant to the research question" (Schreier, 2012, p. 171) so that a platform of understanding can be established. Hence, an inductive approach was used in this study where codes and categories have been drawn directly from the data (Cho & Lee, 2014). The survey findings answer both research questions guiding this study as the answers to the questions provide an insight into academic experiences of WIL, and academic perceptions of the future of WIL.

Structural coding is an appropriate approach to using content analysis techniques as it acts as a labelling device that enables the researcher to organise data so the differences, commonalities and relationships can be examined (Saldaña, 2016). Structural coding is also useful where there are multiple participants or in exploratory investigations, and especially useful for open-ended survey questions (Saldaña, 2016). This approach to data analysis can also be useful when used as a frequency measure, as has been done in this study. This approach involves establishing a "code frequency report," which helps identify the prevalence of ideas or themes in the data, and the number of participants associated with each (Saldaña, 2016, p. 100). These codes and their associated frequencies are identified in the figures reflecting survey findings in Chapter 5.

4.4.2. Thematic analysis

This study uses reflexive thematic analysis, where the analysis is a "situated interpretive reflexive process" (Braun & Clarke, 2020, p. 7). Themes are inductive, constructed through participants' words that expressed their perceptions, assumptions, values and belief. Interpretation is inherent to analysing thematically, hence the researcher is a critical instrument in the analytic process (Braun & Clarke, 2020). Themes are constructed by a researcher "who reads data through the lenses of their particular social, cultural, historical, disciplinary, political and ideological positionings" (Braun & Clarke, 2020, p. 12).

In analyzing this data, I acknowledge that researchers "are never interacting in a historico-socio-cultural vacuum, we are always *embedded* in and *selectively* and *artfully* draw on broader and *institutional* contexts" (Rapley, 2004, p. 16: emphasis in original). This process of artfully drawing from the data is critical in analysing thematically. Braun and Clarke (2020, p. 2) explain that "the fluid, the contextual and contingent, and indeed theory" is crucial to thematic analysis. Thematic analysis is known for its theoretical freedom, its constructivist leanings and the ability to interpret complex, thick, rich data typical of qualitative inquiry (Braun & Clarke, 2006; Clarke & Braun, 2014). and is interpretive, does not focus on 'facts', but on identifying features of people and activities in

their environment or cultural setting (Creswell, 2013). Braun and Clarke (2006, p. 11) suggest that thematic analysis is "a particularly useful method when you are investigating an under-researched area, or with participants whose views on the topic are not known."

This research generated significant amounts of data from numerous participants whose voices are largely silent in the extant literature. In researching the perceptions and beliefs of individuals, large amounts of text can be generated (Eisenhardt & Graebner, 2007). Thematic analysis provides a strategic approach to managing this. Thematic analysis is useful as it allows the researcher to work with thick description across the entire data set. While some details will become lost, the overarching themes are able to be identified using thematic analysis, which helps to obtain a 'big picture' in new areas of research (Braun & Clarke, 2006).

Thematic analysis involves allocating codes to words and phrases, then categorising these codes (Saldaña, 2016). In this study, codes are defined as "a word or short phrase that symbolically assigns a summative, salient, essence-capturing" meaning to the words of participants (the unit of analysis) (Saldaña, 2016, p. 4). Categories offer a synthesized meaning of collections of codes (Saldaña, 2016) and the categories that were constructed from the codes in this research informed the development of themes, the intention of thematic analysis.

A theme denotes a postulate or position, either declared or implied, which stimulates action or behaviour in the participants involved in the research (Opler, 1945). Themes identify what a group of data is about or what it means (Saldaña, 2016, p. 297), and can be constructed using observable characteristics in the data or by interpreting or explaining the underlying characteristics of the data. Two levels of coding and analytic memo writing were used in this research, undertaken iteratively at different stages throughout the research process. The table provided in Appendix 5 outlines the strategy, the purpose and process of the coding stage of the research. Upon completion of coding, a graphic organiser (Saldaña, 2016, p. 14) was used to organise the codes to categories and categories to themes (see the figures in Part C in Chapter 5 and the first figure in Chapters 6, 7 and 8). Bernard

and Ryan (2009) recommend searching for repetitions, metaphors and analogies, indigenous words that are understood in context and considering transitions and linguistic connectors can assist researchers to interpret their data when analysing thematically. This together with identifying differences and similarities and reflecting on theories related to the data provided a guide to analysing this research thematically (See Appendix 7 for examples of how this was achieved).

4.5. Ethical considerations

Guillemin and Gillan (2004) explain that there are two major dimensions of ethics in qualitative research: procedural ethics and ethics in practice. Procedural ethics involves obtaining approvals from the research ethics committee of a university or research institution, required for research involving humans in accordance with Australia's national statement on ethical conduct in human research (Australian Government, NHMRC, ARC, UA, updated 2018). Issues considered by the research committee during this process include risks (to researchers and participants) and issues of privacy, access and consent (Guillemin & Gillan, 2004). Qualitative researchers consider these aspects collectively as informed consent, and doing no harm (Øye et al., 2015). Informed consent has evolved from the principles of right to freedom and self-determination (Creswell, 2013), and reflects understanding of the consequences, procedures and processes of individual participation in an investigation, and agreeing to participate after facts likely to influence their decision have been disclosed. The concept of doing no harm works hand in glove with informed consent, as the participants who consent to be involved in the research are unlikely to choose to harm themselves. The second dimension of ethics in qualitative research is ethics in practice. This involves the day-to-day management of the research process and the researcher's response to ethical dilemmas that may arise throughout (Guillemin & Gillan, 2004). Ethical issues may or may not be encountered but are spontaneous when they do occur meaning they cannot be formally assessed by the research ethics committee. Guilleman and Gillan (2004, p. 265) describe ethics in practice as the researcher responding to "ethically important moments" acknowledging the possibility of wrong-doing at stake. With this in mind, I made choices based on my own ethical sensitivity, discretion and judgement

throughout the research process (Colnerud, 2013, p. 40). These fundamental notions of ethical qualitative research have underpinned the design of this study. The table below outlines how I managed for the procedural ethics of this research.

Table 4: Ethics Management Plan

Ethical concept	***Management***
Informed consent	The researcher provided information via email informing the participant of the research aims, and the semi-structured interview questions to be asked.
Doing no harm	Participants had the opportunity to opt in or out of the semi structured interview process based on informed consent.
Anonymity	Participants were asked to sign a non-disclosure agreement prior to the semi-structured interview. This non-disclosure statement was provided to the participants in the informed consent email. Pseudonyms were used during the analysis of data and reporting of findings.
Confidentiality	The non-disclosure statement was signed to encourage internal confidentiality. External confidentiality was assured by non-publication of names of participants and use of pseudonyms during the analysis of data and reporting of findings.

The ethics approval letter can be found in Appendix 8[6] (Approval number 0000020896). This research has been conducted in accordance with Australia's National Statement on Ethical Conduct in Human Research (2018). In this study, I acknowledge that relationships that have been established for the purpose of conducting this research depend upon trust between myself as a researcher and participants, and that participants have acted altruistically by sharing their experiences, perceptions and time with me. Abidance with this statement during this study has enabled this research to be conducted safely, respectfully and ethically.

4.6. Research process rigour

Strategies employed to ensure rigor can also have ethical consequences. This could potentially occur when participants have underlying health issues that are not required to be disclosed, such as anxiety (Ahern, 2012). Awareness of ethical dilemmas and researcher responses to them is essential. An overview of rigor strategies pertaining to this study's design is outlined in the table below.

[6] Please note the original name of this study has changed to more accurately reflect the findings following ethical approval.

Table 5: Rigour strategies

Aspect	***Explanation***	***Strategies***
Dependability	Dependability is the extent to which research design and process is transparent and traceable.	Audit trails & reviewer / supervisor checking
An audit trail, including problem formulation, participant recruitment and selection processes, transcripts and data analysis decision making were kept in a cohesive, accessible format (Lincoln & Guba, 1985). Supervisors and reviewers acted as auditors throughout the research duration to ensure that research processes indicated have been undertaken as described (Bryman, 2012).		
Confirmability	Confirmability is the extent to which theoretically supported and tested research approaches are utilised.	Audit trails & reviewer / supervisor checking
While recognizing that objectivity is not possible in social research (Bryman, 2012), researcher views, including theoretical or personal views, should not dramatically influence the research process or the reporting of research findings. Maintaining an iterative approach to the research and staying to close to the contextual, conceptual and methodological theory during analysis assisted in this regard. Analytic memo writing provided an audit trail, and evidence of reflexivity while interpreting data with theory.		
Transferability	Transferability is the extent to which a research design and/or process can be applied to an alternative environment, cohort or research setting.	Research instrument design and participant recruitment and selection clearly articulated and justified theoretically
The highly contextual nature of qualitative research means that the ability for the research approach to apply to different contexts is dependent on many variables to the point of being problematic. This is not the purpose of qualitative research (Bryman, 2012). Detailed thick, rich, descriptions (Geertz, 1973) of academic experiences and perceptions were encouraged during the interviews so that clarity around context, application and interpretation could be garnered by the researcher		
Credibility	Credibility is the extent to which the findings of research can be validated	Respondent validation & broad participation across disciplines
Multiple accounts of perception or experience increase the chance that the research will accepted by others. The case study research design enables multiple participants' experiences of one phenomenon to be explored. Good research practices, and processes clearly and transparently articulated (see sections 4.3), also help to determine credibility (Bryman, 2012).		

These strategies were adapted throughout the research process. However, in qualitative research, the researcher's preconceptions, values, and assumptions have impacted upon and shaped the interpretations presented in this thesis. Validity of the research findings in qualitative studies can be ascertained through triangulation, however the researcher's impact on the setting and the values of the researcher will influence the findings (Silverman, 2006) and are critical in interpreting the findings. Reflections about how these aspects were considered during the analysis are detailed below.

4.7. Researcher reflections

This section describes my experiences while analysing the data in this study and serves as a bridge between the methodological processes provided in this chapter, and the findings presented in the following four chapters. As with all qualitative constructivist enquiry, the researcher is critical in determining the meaning of the data, and this process is not at all easy to explain or convey. In order to fill the gap between methods and findings, this section provides a brief reflection of the analytic processes undertaken in an effort to reveal the rigour of this research.

During the interview process, each of the participants engaged reflexively with the questions during the interview. This means that they "actively positioned themselves" in relation to the question, reflected, then responded by sharing conceptualisations of their own activities, experiences and perceptions (Clegg & Stevenson, 2013, p. 12). I also engaged reflexively with the participants dialogue during the interview, and with the data during the analysis. Reflexivity has been rarely considered from a participant perspective (Cassell et al., 2020), however acknowledging the "instantaneous, unselfconscious, reacting in the moment dialogue characterizing an individual's experience" (Cunliffe, 2002, p. 49) is particularly pertinent to analysing data in constructivist qualitative research from the perspectives of both the researcher and the researched. Reflexivity assisted with the analysis of the data, especially in early stages, as I recalled tone, expression and emotion that accompanied the voices of the academics interviewed. As emotion is very much entangled with and triggered by experiences, and hence the recall of experiences (Cassell et al., 2020, p. 754), it was expected that the body language and non-verbal aspects of the interview would inform the view of the researcher at a subconscious level. While I initially interpreted the data with this in mind, the coding was found to be superficial rather than insightful. In the final analytic iterations, a deeper understanding of the relationship between the researcher and the researched was drawn upon to reveal a richer picture of the participants' experiences and perceptions.

Of particular concern was the extent to which the academic participants were responding to a perceived "call to action . . . to see themselves as agents or authors of their organisational worlds" (Cassell et al., 2020, p. 753) rather than answering the question. WIL research has been criticised in the past for ignoring negative findings and reporting on findings that are in favour of WIL, its outcomes and associated teaching and learning strategies (Rowe, 2015). WIL research has also been criticised for being weak on theory (Bartkus & Stull, 2004). Hence, I was intent on developing a rigorous research approach to contribute to the field in an effort to avoid such critiques. I attempted to minimise a potential skew to the positive by asking a question specifically about barriers and challenges in the interview (see Appendix 5). As this study falls within the constructivist paradigm of qualitative research, the open-ended nature of the questioning was critically important in allowing the voices of the participants to come through clearly in the data. This meant that aside from this choice to include one question inviting participants to problematise their experiences, and another to balance this out highlighting the benefits of WIL, the other questions were left open to the participants' interpretation and were intentionally simple and broad so that whatever experience or thought occurred to the participant during the time of questioning could be revealed. This approach is cognisant of the exploratory nature of this study.

Upon reflection at the conclusion of all interviews, I noted that each of the interviews began positively, before turning to more negative issues, and then finishing on a positive note. While this could be in alignment with interview questions, I was interested in this pattern as a reflection of the academic's WIL experiences. Cassell et al. 2020, (p. 751) suggest that the inner dialogue of the participant is significant in shaping responses to interview questions, and that an insight into participant reflexivity could provide "a richer and more detailed framework from which to make sense of and analyse the data we collect." Burkitt (2012, p. 466) suggests that "other people and voices, populate the reflexive dialogue or drama that participants envisage, that participants may imagine as the judgements in the minds of others, which shape the way participants are likely to respond."

The other person and other voice during an interview is the voice of the researcher, therefore it became increasingly important during the analysis to acknowledge preconceptions about the data that were based on the unspoken interactions of the participants, and that the "judgements in the mind" of the researcher may have influenced the responses. As I did not have access to the inner dialogues of the participants as they responded to the questions, I actively sought alternative reasoning for the participants' responses during the analysis.

4.8. Summary

The chapter has outlined the research design undertaken during the research process. A qualitative case study approach has been chosen for this exploratory investigation of academics' experiences and perceptions of WIL. The results of this research will be considered in the following chapters which introduce the key findings from the data analysis, beginning with a discussion of the survey findings in Chapter 5.

Chapter 5: Findings

5. Examining experiences and perceptions of WIL academics in Australian universities: Survey findings

The purpose of this chapter is twofold. Firstly, it provides insights into academic experiences and perceptions of WIL in Australian universities through the findings of the exploratory survey conducted in May and June 2018. Then, this chapter demonstrates how the survey findings established a platform of understanding in a rarely researched area that was then used to recruit for and inform the design of the semi-structured interview. Findings from both the survey and the interviews have informed the three chapters that follow (Chapters 6, 7 and 8) however this chapter is critical in providing foundation knowledge from which the following chapters can be understood.

In Chapter 4, a rationale was provided for the development of a survey to determine initial insights into the experiences and perceptions of WIL academics in Australian universities. The findings from this survey informed the development of the interview instrument which was then used to conduct the next phase of the research.

5.1. Survey findings

The survey was conducted to provide information to inform the semi-structured interview component of this research, and to provide an initial insight into WIL academic experiences and perceptions. Eleven questions were asked in the survey in three parts. Part A focussed on the design of WIL curricula experienced by academics, Part B focussed on academic work backgrounds, and Part C, the perceived benefits and challenges of WIL, and academic perceptions of the future of WIL. The survey answers both research questions as the answers to the questions provide an insight into academic experiences of WIL (RQ1), and academic perceptions of the future of WIL (RQ2). There were 24 respondents to part A of the survey, and 19 respondents to Parts B and C of the survey. Each of these survey parts have been analysed independently before synthesising the findings. The

survey findings are presented sequentially by section: Part A reports on WIL academics' experiences with WIL curricula; Part B reports on WIL academics' work experience and backgrounds and Part C reports on WIL academics' perceptions of the most important learning outcomes of WIL, the challenges encountered in WIL and their perceptions for the future. Each of the sections that follow explain the survey responses and offer some preliminary insights into their significance. The key findings are then explained in section 5.2.

Part A: WIL curricula

Part A of the survey included questions regarding the design of WIL curricula with which academics were engaging. Participants were requested to select all that apply for Questions 1 and 2, and to provide additional information where required under the 'other' category. This means that the number of responses in Table 8 are greater than the number of participants as multiple selections have been made.

Question 1 asked academics how WIL was named in their curricula. The answers to this question are outlined in the table below (the shaded rows refer to terminology contributed by participants in the 'other' category) and provide an insight into how WIL is described within WIL in Australian universities. This table provides a snapshot of the diversity of terminology used for WIL.

Table 6: Terminology used for WIL

Terminology	***Responses***
Placement	17
Practicum	7
Field work	5
Internship	2
Clinical placement	5
Embedded professional learning	4
Industry project	2
Cooperative education	3
Case study	1
Virtual internship	1
Industry engagement	1
Integration to work on live projects	1
Work-based learning	1
Work integrated learning	1

These results indicate that the term ‘placement’ was used most often (n=17; 71%) to describe WIL by academics who responded to this survey, with ‘practicum' the second most frequently used terminology (n=7; 29%). Including the contributions from participants in the ‘other’ category, 14 different terms for WIL were noted by the 24 academics who participated in this section of the survey. This demonstrates that there are many ways that WIL can be named. Based on this, it can be suggested that these names may represent variations in curricula approaches to mobilising WIL in Australian universities.

Question 2 asked participants to describe how Work Integrated Learning is implemented. Most participants (n=22; 88%) indicated that WIL was supervised, indicating that either an academic or an industry-based supervisor was charged with monitoring the student’s performance during WIL activities. Approximately 42% (n=10) of academics experienced centrally coordinated WIL, which suggests that WIL was implemented through centralised channels such as a department within a school or a university-wide department that specialised in WIL implementation. More than half of the academics (n=13; 55%) reported that students initiated their own WIL activities. Unsupervised WIL made up the smallest response (n=5; 21%) to this question. The figure below shows the breakdown of responses to question 2.

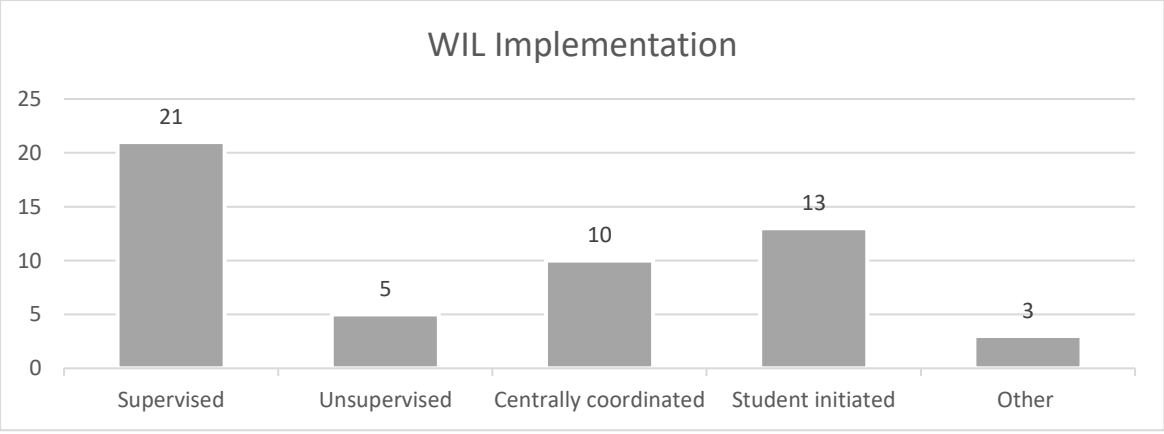

Figure 1: How WIL is implemented

WIL was unsupervised for five respondents. The ‘other’ category in the figure above included three different ways of implementing WIL. One participant explained that WIL implementation was

'university initiated'. Another participant explained that WIL was *'organised by head of course, supervised by clinical supervisor, unit run by unit coordinator'* and that they *'didn't really understand the question'*. Another participant explained that WIL was implemented by *'starting new firms with mentors from university*'.

Question 3 asked if students were paid during their WIL placements. Most academics reported that students were not paid during WIL (n=23; 96%).

Part A of the survey revealed that WIL implementation strategies are not singular, straightforward or simple and can be described in a variety of ways. Disciplinary and professional contexts appear to be significant in interpreting the meaning of terms such as *'supervision'*. The complicated web of meanings constructed from academic insights into WIL may suggest that WIL has previously been reasoned within disciplinary territories and therefore reflects their associated language protocols, norms and behaviours.

Part A captured information about academics' experience with WIL. These results have revealed a myriad of terminology used to refer to WIL in Australian universities, and various ways in which WIL is implemented. This suggests that describing the enactment of WIL is complicated, and that the voices in the WIL borderlands may speak different languages.

Part B: Academics' backgrounds

WIL academic work and education history were considered in Questions 4, 5, 6 and 7. Academics work and education background were investigated to identify any patterns between academic work in WIL and backgrounds. To ensure that responses could be tracked to this effect, the survey responses were all identified individually with a time and date stamp recorded in SurveyMonkey. This process might have been critical as five of the survey participants failed to complete Part B and C of the survey. However, no significant relationships or patterns were established between Part A and Parts B and C. The findings in Part B reflect the experiences of 19 academic participants and are summarised below.

Question 4 sought to identify the qualifications held by WIL academics. While the instructions that accompanied this question asked to select all qualifications that apply, approximately one third (n=7) of the participants only included their Doctoral qualification. Therefore, while this question has captured the range of qualifications for five of those with a Doctorate as the highest qualification, it has not captured the full qualification history of all participants with this qualification. It was found that 12 survey respondents (50%) held qualifications at the Australian Quality Framework 10 (AQF10) level and 8 at AQF9. The responses to question 4 are provided in the figure below.

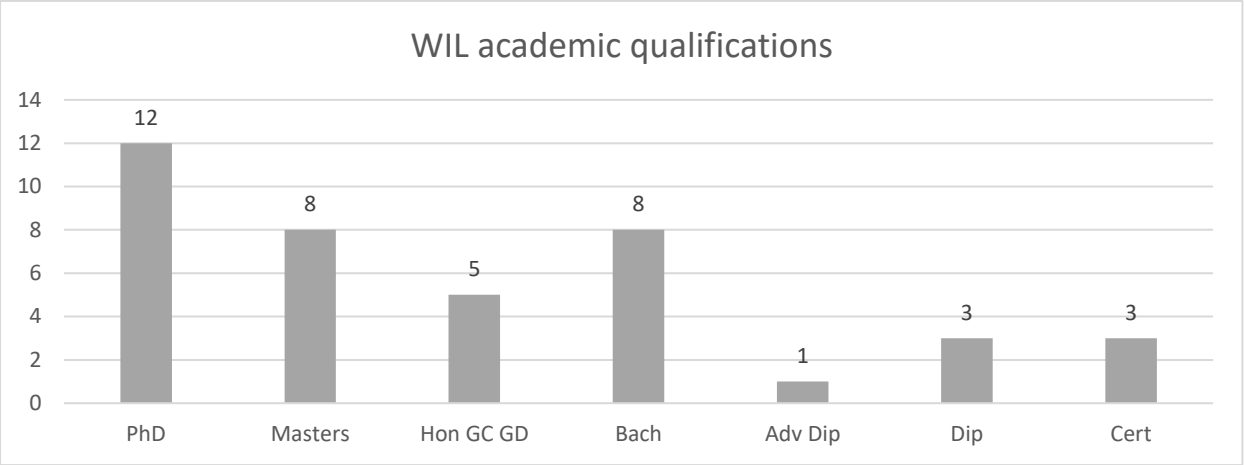

Figure 2: WIL academic qualifications

Questions 5 and 6 were about work experience. Question 5 asked how long the participant had been working in universities, question 6 asked how long they had worked in other industries outside of higher education. The figure below clearly indicates that most academics who responded to this survey have more than eleven years' experience working in universities (n=11; 46%) as well as more than eleven years' experience working outside universities (n=9; 38%). Only 10% of participants reported less than five years' experience in higher education. Notably, 2 participants reported no work experience outside the higher education sector.

Figure 3: Academic work experience

Question 7 asked if the participants had experienced teaching WIL at other universities. Slightly more WIL academics who responded to the survey had experienced teaching WIL only at their university of employment (n=10). Just under 50% of participants (n=9) had experience teaching WIL at other universities.

Part B sought to investigate if a pattern emerged that explained academic involvement in WIL work. No particular work or education background pattern was found during the analysis of this data. It did however provide an insight into academics who had no work experience outside of working in universities. This was surprising as WIL implies that students will interact with employers and industries beyond the University. This finding may suggest that some WIL is being facilitated where universities are the employer with which the curricula is engaged, or that academics are connecting with industries beyond higher education for the first time through WIL.

While most academics who responded to Part B of this survey were experienced in both higher education and other industries two participants had less than five years' experience within universities. This could be a point of concern. Bilgin et al. (2017) reported that junior academics facilitating WIL curricula may pose a risk to their own career trajectories due to the workload requirements involved. How academic performance is measured should be considered for junior academics working in the WIL borderlands.

Part C: Academics' perceptions

WIL educator experiences and perceptions were considered in Questions 8, 9 and 10 through open ended questions, and the qualitative data drawn from these questions was analysed using content analysis. Graphic organisers outline the categories constructed during the coding process for each question. Five of the survey participants failed to complete Part C of the survey, so these findings reflect the experiences of 19 academic participants. The findings from these questions are summarised below.

Question 8 asked: In your view, what are the most important outcomes of WIL? Responses to this question have been categorised through the content analysis process[7] to reflect three key learning outcomes: real world experience (n=18); graduate attribute development (n=11) and professionalism (n=7). The content analysis process has informed the figure below to reveal how academics perceived the most important learning outcomes of WIL.

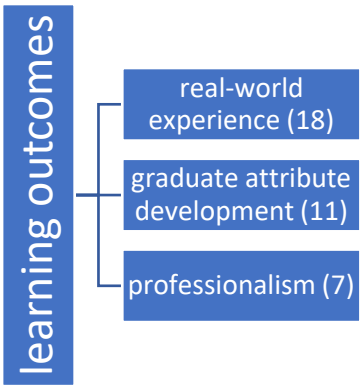

Figure 4: WIL learning outcomes

Academics often referred to learning outcomes in a connected way, demonstrating that the learning outcomes obtained through WIL depended upon the real-world experience to develop graduate attributes required to transition into a profession. The interweaving of these important learning outcomes reveals the complexity of the WIL learning environment, and the complicated nature of the student experience of WIL.

[7] See Appendix 6 for survey coding summary of open-ended questions.

An academic response that interweaves these three key learning outcomes is provided below. This academic revealed that the most important learning outcomes of WIL are:

> *'Authentic learning experience, engagement in professional practice, reflection on theory/practice in an authentic environment.'*

This response describes real-world experience as *'authentic'*; refers to *'reflection'*, a widely recognised graduate attribute; and identifies engagement in *'professional practice'* as a learning outcome of WIL. The learning outcomes of WIL, as presented here, are multi-faceted and connected. Similarly, another participant reveals the *'initiation'* into a professional culture as the key to experiencing the real-world of their profession and describes graduate attributes such as '*time-management'* and '*communication'* as *'hard to teach'.* For this academic, the most important learning outcome of WIL is:

> *'The ability to link theory to practice, the initiation of students into nursing culture, the discovery of the elements of nursing that are hard to teach (time-management, communication, patient advocacy).'*

This nursing academic alludes to realising the distinction between university-based and industry-based environments as an important learning outcome of WIL. This response captures the link between theory and practice that WIL provides, and the subsequent learning opportunities that become available to students between worlds of learning and worlds of work.

Another participant identified the ability to understand the differences between university and industry perspectives as a key learning outcome in their response. They identified the most important learning outcome of WIL as the:

> *'Experience of what the job is actually like in the real world (not the idealised version perceived from outside the industry).'*

This learning outcome depends upon the students' ability to obtain relevant graduate competencies and attributes so they can experience and understand in context. Graduate attributes are critical to the learning outcomes identified by academics in this research. Another participant explains:

> *'Soft skills (graduate attributes) are developed as students work in complex realities, not only just in one sub-unit of a discipline, which is how courses often function. Students develop their professional networks (and associated social capital) as well as professional identities and develop self-knowledge.'*

Graduate attributes are wide ranging and defined by each university in the context of their university organisational environments and programs of study. The requirement for graduate attributes as the foundation for achieving learning outcomes was interwoven throughout participant responses to Question 8. One participant explained that *'the most important outcome is that students complete the subject knowing how to articulate the skills they have, so that they have the best possible chance at obtaining work post-study.'* The connection between the WIL student experience, developing graduate attributes and obtaining work is important in this statement.

According to Oliver and Jorre de St Jorre (2018), this response would support the development of graduate attributes related to critical thinking and independence. It is also related to the

development of information literacy because it refers to "judging the veracity of information" (Oliver & Jorre de St Jorre, 2018). The ability to *'articulate the skills they have'* requires the development of all three of these graduate attributes and has been identified as the learning outcome in this instance.

Other participants described WIL outcomes related to graduate attribute development as obtaining *'confidence'* and *'direction'*, developing '*student self-efficacy'* and having a *'proactive approach'* for enhanced *'adaptability'*. Three key learning outcomes related to graduate attributes were noted by one academic:

> *'The student developing an understanding of professional practice in real world environments. The student developing reflective practice skills appropriate to professional environments. The student understanding their own learnings and development needs as a result of the placement.'*

This statement can also be mapped to critical thinking, information literacy and independence graduate attributes.

Developing graduate competencies relevant to the professions was significant for four participants. One participant suggested that *'understanding the professional persona that a student should develop to become a successful member of the strata of society that they are aiming to enter'* was the most important learning outcome. This supports Jackson's (2016) reasoning of WIL as critical to developing pre-professional identity in university students. Her notion of pre-professional identity emphasises the development of non-technical skills, such as critical refection, self-belief and resilience, as vital to development readiness for employment through enabling "their own professional stance and sense of self" (Jackson, 2016, p. 934). Another academic observed that the

primary learning outcome of WIL was that *'students develop the required knowledge, skills and behaviours of the professional competencies.'* They further explained:

> *'That's the learning outcome of WIL, but what's required for that is that students must be provided with sufficient range and volume of experience as well as sufficient guidance and feedback in order to meet that outcome.'*

The depth and breadth of experience that is required for students entering the profession referred to by this academic is clearly important. In this response the academic also refers to their own responsibilities (and potentially the responsibilities of industry supervisors) in providing *'guidance and feedback'* and positions themselves and the curriculum as important to learning outcome achievement.

Question 9 asked participants what they believed to be the most significant challenges of WIL. The findings in this section describe challenges detailed by the participants and are summarised in the figure below.

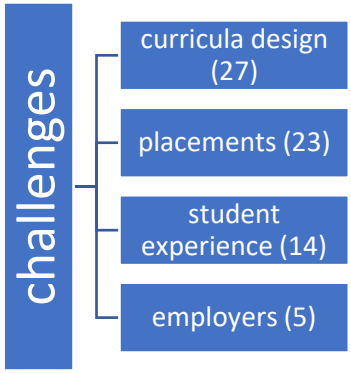

Figure 5: WIL challenges

While broadly, the most significant challenges related to curricula design (n=27) and placements (n=23), the multi-faceted, contextual nature of WIL challenges became apparent through the lists of challenges that appeared in participants' responses. For example, one participant listed the most significant challenges of WIL as follows:

> *There are many! 1. Ensuring that the supervision we require of students is actually happening. The information we provide to sites about their responsibilities for placements may not be shared with all supervisors. This is a risk management issue. 2. Finding sufficient appropriate sites for each cohort of students who are scheduled for placement blocks. We compete with 11 other universities. 3. Ensuring that WIL students who struggle (emotionally or in performance) are aware of the many supports we provide and that they use them.*

Within this one response, ten different challenges have been identified: placement monitoring; placement supervision; efficient and effective communication between university and industry; risk management; sourcing placements; working within university schedules; competition for placements; student performance; student emotional/mental health; and communicating and supporting students. This quote captures all four categories constructed through the analysis of the data for this question as outlined in the graphic above and demonstrates the complexity of WIL and the complicated nature of WIL challenges. It also reveals that WIL work is a multi-faceted phenomenon.

Curricula design presented a significant challenge for academics who completed the survey. One participant shared their perceptions of WIL challenges.

> *From a university perspective, it is challenging as different types of WIL have different risks, each discipline or field may have unique requirements, some fields adhere to the standards set in professional bodies or centralised government departments, while others may be self-driven or apply discipline skills in various industries, each with its own norms of behaviour.*

WIL *'requirements'* are identified as a challenge for this participant. The contextual elements of both discipline and profession underpin and inform the curricula design and provide a rationale for similarities and differences between WIL approaches. However, for five participants, a rationale for WIL remained elusive.

The rationale for WIL presented an enigma for five participants, with one participant suggesting that *'understanding the purpose of WIL'* was the key challenge. Similarly, another participant stated that *'the challenge is around what authentic WIL looks like'*. Another academic brought the issue of purpose sharply into focus: *'defining what WIL is'* was the most significant challenge for them, requiring the need for a *'comprehensive rationale for why we include WIL in courses.'* This suggests that there may be some confusion about what WIL is and how it should be facilitated amongst WIL academics.

Placements presented a significant challenge for many of the academics who responded to the survey. Eight participants identified that sourcing placements with suitable industry partners was a challenge. Six participants shared that placement supervision was also an issue, with three responses referring to competition between universities for placements as the main challenge. One participant shared:

> *'Placements are valuable learning opportunities for students, but there are just not enough opportunities to enable every student from every uni the chance to do a placement.'*

This is interesting because 'placement' was the most commonly used terminology revealed in Question 3. However, maintaining quality while sourcing the required quantities of placements was an issue. *'Quality internships/placements that are not exploitative of the student'* was identified as a key challenge by one participant, with another suggesting that employers expected *'free labour'*

from students on placement. This potentially contributes to a stressful WIL experience for the student and reveals that management of external environments during placements present an especially difficult challenge for academics. Influencing placements to ensure that the experience is *'sufficiently challenging for the student to develop professional learnings, yet not so challenging that the student is overwhelmed'* was also identified as being important.

This sense that students may be overwhelmed by the WIL experience was reinforced by academics reporting concerns about *'mental health'*, *'emotional wellbeing'* and *'safety and well-being of students'* during WIL experiences. These issues have been reported previously in the WIL literature by Wenham et al. (2020) in their examination of academic advisor experiences in a service-learning program, finding that students' mental health and well-being was a key concern. The individualised nature of the WIL experience for students was also found to be a challenge for academics, with one participant reporting that *'balancing the challenge level of the project to each individual student's needs relative to their previous experience'* was required. This comment raises subsequent questions regarding how the student experience can be managed during WIL, particularly in programs with large enrolments. Cohort management, scalability of WIL curricula and the impact on academic workload also requires closer consideration in regard to these challenges.

Question 10 asked: What type of support would enhance your delivery of WIL in the future? Academics' views on their future requirements in WIL are summarised in the figure below.

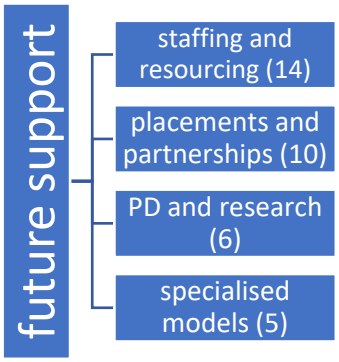

Figure 6: Future support

Staffing and resources appeared to be the main concern for the future of WIL for most academics in this study. *'Resources to implement WIL'*, *'more staff for marking'* and *'placement officer'* are examples of short sharp responses to this final survey question. This participant hinted at a feeling of frustration: *'An efficient WIL person makes things easier . . . a difficult and inefficient WIL person is a nightmare.'*

This response suggests a separation between the work of the academic and work conducted by others to deliver WIL curricula. Another participant provided an insight into the need for additional support for academics in WIL: *'I think dedicated staff who could support academics (are required). I'd love time to think about 'what next for WIL' but my workload prohibits that.'* Workload was raised as an issue in conjunction with resourcing and staffing issues. One participant explained that future support for WIL should involve *'increased time allocation within workload to service students and supervisors within the industry'* as well as *'ideas and methods to service our supervisors with quality training and support'*.

Collaboration could be mobilised to provide these *'ideas and methods'* identified in the last quote. Other participants referred to the need for collaboration and connection in WIL through professional development and research, with one citing a need for *'interaction with colleagues in the field through conferences'* and another identifying specific professional development required for WIL incorporating overseas placements:

> *'Professional development of staff involved if placement is overseas. Cross cultural training so staff are well versed with country specific issues/cultures. Ethics training – relationship between staff and students.'*

The need for specialised support for particular types of WIL appeared also to be required. The quote above focusses on international placements, and the additional complexity of working in different cultural contexts. Two participants identified '*simulations'* as their key requirement for future support. Another wrote about WIL curricula that specialised in entrepreneurship. These different perceptions of what is required to mobilise WIL in the future highlights the variety of the many types of WIL that are in play within Australian Higher Education. They suggested that future support would be: *'relevant to the appropriate type of WIL being conducted.'* This participant explains how a specialised WIL model was developed:

> *'Our approach has been on disciplines where individuals are likely to do project work, self-employment or growth focused ventures. For this we have developed an experiential entrepreneurship WIL model, which cultivates an entrepreneurial mindset among learners.'*

The incidence of academics tailoring WIL curricula to meet the needs of WIL stakeholders (students, professional associations, disciplines and local employers) is likely to increase with the emphasis on developing job-ready graduates announced in 2020 (Department of Education, 2020). Another participant suggested that *'a change in program marketing from a central based "one size fits all" to targeted and integrated relationships with industry'* was required. This points to whole of university approaches to streamline WIL processes in this academic's experience.

In an effort to coordinate resources and manage systems collectively, some universities have developed school-based collaborative efforts to facilitate WIL (Pocknee & Pretto, 2012; Young et al., 2017). This approach highlights the differences between disciplines and the professions they serve. Another participant commented on the importance of distinguishing between disciplinary learning environments to *'ensure that the university's business process suits our professional environment,*

which is quite different to the medical approach to WIL.' Fields of education where WIL has been often used, such as the medical field referred to in this statement, have historically provided foundations and frameworks from which WIL curricula can be adapted. However, as noted in the previous quote, processes that suit different disciplines and professions may require additional consideration into the future.

WIL processes often involve industry placements, as was found in Part A of the survey. Participants identified *'increased WIL placement support from industry'* and '*guaranteed placements'* and *'partnerships with industry'* as future requirements, along with *'increased time allocation within workload to service students and supervisors within the industry. Ideas and methods to service our supervisors with quality training and support.*' Another participant identified the need to consider placements more deeply in the future. This participant suggested that *'strong data collection and analytics to measure effectiveness of placement experience on student learning and level of resources provided to students to monitor site suitability over time.'* This indicates the challenges confronted by academics who seek to track progress across university and workplace learning environments.

The boundary-spanning nature of WIL academic work has been revealed in Part C of the survey findings as a common contextual factor. While discipline and profession are clearly important to academics in tailoring and informing their WIL approaches, their experiences and perceptions reveal commonalities that reflect the in-between-ness of WIL academic work environments and the border crossing that is required in order to facilitate WIL. The many moving parts of WIL reflected in responses to Part C of the survey revealed that WIL academic experiences overlapped across disciplinary and professional boundaries. Their responses also revealed complicated administration processes, disconnected expectations and workload issues interfered with facilitating students transitioning from university into the 'real world' of work through WIL. Developing graduate attributes that enhance job-readiness through WIL is complicated. The multi-faceted descriptions

and explanations of both the learning outcomes and challenges in WIL have provided important insights into the complexity of academics' work in WIL.

5.2. Key findings

The survey responses have provided a glimpse of the phenomenon of WIL academic work as experienced by 24 academics working in Australian universities. These responses have informed two key findings captured by this exploratory survey that provide a preliminary understanding of academics' experiences and perceptions of WIL.

The first key finding is that WIL is a complex and complicated phenomenon. Insights into academics' experience with WIL curricula revealed there is a range of terminology associated with WIL, with the term 'placement' dominating as the most common way that WIL is named. While some diversity is to be expected, especially when considering the variety of terms revealed in phase 3 of the literature review (see 2.4), it appears that WIL terminology used across disciplines is especially complicated. This lack of consistency may present issues for outsiders, such as employers, industry bodies and associations, when communicating with academics through facilitating WIL. Confusion about terminology may also be a barrier to interdisciplinary collaboration and professional development in WIL.

An example of terminology confusion is evident in a report provided to the Department of Industry investigating industry perspectives of WIL (KPA Philips, 2014). It was found that terminology used during interaction with universities was confusing for Australian employers, with over half of the respondents not understanding the meaning of the acronym WIL (KPA Philips, 2014). Participant responses that indicated that WIL was student initiated may also indicate that a greater understanding of WIL and its associated terminology could also be required by students. Coordinating placements has been identified as a challenge for universities in the literature (Jackson, 2017; Jackson et al., 2017), and confusion around terminology may be a source of this complication. This suggests that terminology related to building students' professional competencies through

industry engaged WIL curricula may need a more consistent approach. Increasing clarity around WIL terminology might ease some of the wicked problems associated with its complexity.

The second finding is that WIL is fraught with challenges for academics. Academics' responses to question nine of the survey describe the challenges they encounter when enacting WIL. However, the other open-ended responses in Part C also captured experiences and perceptions of a challenging situation; for example, one participant responded that idealised perceptions of work might interfere with students obtaining important learning outcomes in question eight. Responses to question nine also captured a desire for increased assistance and support in facilitating and administrating WIL, indicating that the workload that WIL brought was significant for academics. This detail alludes to the challenging terrain of the WIL borderlands.

Influencing this dynamic is conflicted and confused understandings of the rationale for WIL, its purpose and its meaning. Responses to this survey suggest that some academics may encounter a chaotic experience in the WIL borderlands, underpinned by problems of definition. This reflects the problems of definition also encountered in the WIL literature (see section 2.2). Oliver (2015) indicated problems with the regularly referred to umbrella definition of WIL (Patrick et al., 2008) because the meaning encompasses multiple approaches expressed through various (sometimes contradictory and sometimes overlapping) terms. This can be aligned with problems expressed by one participant about a *'one size fits all'* approach to WIL. This sweeping definition and collective approach to WIL favoured by some Australian universities may be an underlying contributor to the wicked problem of WIL.

5.3. Informing the interview

From this informed position, the interview questions were developed so the next phase of this study could be conducted. After recruitment strategies were undertaken 13 WIL academics were interviewed. These academics are introduced, with pseudonyms assigned, in the table below.

Table 7: Interview participants

Participant	Discipline	Participant Past Profession/s	WIL approach
Jim	Emergency Services	RTO director; emergency services consultant, SES volunteer	Collaborative industry projects
Julia	Business and interdisciplinary Service Learning	Executive Secretary, Celebrant	Service Learning; Industry placements Shell WIL
Greta	Education	Teaching (early childhood) (primary) (secondary)	Placement
Pam	Radiography	Radiographer	Lab-based skills development, Simulation, Clinical placement
Kate	Sports Science	Exercise rehabilitation consultant; personal trainer	On site clinic placement, Industry placement
Lisa	Oral Health	Dental Therapist; Local	On site clinic placement, Multiple industry placements in varied contexts (e.g. aged care, community health)
Penny	Media	Public Relations Advisor; Media liaison & communications consultant	Industry placement, Collaborative projects, Events, Simulations
Matthew	Nursing	Nurse (in various specialisations: e.g., mental health; aged care; oncology; pediatric)	Lab-based skills development, Simulations, clinical placement
William	Education	Teacher; Principal (primary)	Placement
Victoria	Health sciences	Researcher	Student led industry placement, Collaborative projects, Shell WIL
Charles	Agriculture science	Agricultural Engineer; Research Engineer	Industry placement
Susan	Emergency services	Occupational Health and Safety consultant and trainer in Mining and Construction	Collaborative industry project; Industry placements
Simone	Sonography	Sonographer	Lab-based skills development, Simulation, Industry placement

The work experiences of academics associated with the disciplines and professions as outlined in the table above were obtained through the interview process and by accessing freely available online information (i.e. through university directories). These descriptions portray the closeness between some disciplines and professions (nursing: nurse for example) in contrast to other disciplines and professions (media: public relations advisor). Similarly, the WIL approaches detailed in the table were explained and described by the academics during the interview. These descriptions reveal interesting insights into the meaning of WIL for each of these academics and raises important questions about how terminology is used in WIL.

An examination of how these participants use the term *'placement'* provides an insight into the diversity of experience captured during interviews with these academics. For example, twelve of the thirteen interview participants talked about their experiences with WIL by referring to the term '*placement'*. Eight of the thirteen participants describe their approach to WIL as *'industry placement'*, however Victoria further distinguishes her approach to WIL as *'student led industry placement'*. This suggests that in other cases, a placement officer or similar is involved in placing the students. However, this is not the case in Penny's approach to WIL where she sourced all placement opportunities for her students herself. Others differentiate by using the word *'clinical'* (Pam, Matthew) which reflects a placement in an external clinical setting, but this is different from *'on-site clinic placement'* (Lisa, Kate) which reflects students participating in WIL in a university-based clinic. Kate's example is a sports clinic, however, which is very different to the dental clinic referred to by Lisa.

Simone, Matthew, Penny and Pam also referred to *'simulations'* during their interviews. These academics are all from health disciplines, apart from Penny, who specialises in Media. However, these academics shared their understanding of the approach, as for all of them simulation activities reflected the opportunity to practice professional skills in a safe, academic led setting and were critical in preparation students for direct engagement with industry. While all simulated activities discussed by these academics were on campus and directed by academics, they referred to '*simulations'* as a WIL approach. In this regard, *'simulations'* appears to be similar to Simone's *'lab-based skills development'* approach, however Pam (who is also from a clinical background) referred to *'lab-based skills development'* as well as *'simulations*.'

'Collaborative projects' were referred to by Victoria and Penny, and Susan and Jim, both from Emergency Services, referred to '*collaborative industry projects.'* Both terms were used by these academics in conjunction with WIL associated with local government and non-profit organisations. Victoria referred to her WIL approach as *'shell WIL'*. This was explained as an approach to WIL that

works in interdisciplinary settings because it suits students from a wide range of disciplines, and like a crustacean seeking a new home, any student can climb into it.

The terminology used in table eight was collated to introduce the interview participants whose words inform the next three findings chapters. However, it has also served as a useful insight into the terminology used by academics in WIL. A more detailed examination of this introduction as data reveals the complexity, and multiplicity, of meanings associated with these words. It also reinforces the findings from Part A of the survey that point to terminology as a critical contributor to the complexity of WIL, although, interestingly, some new terminology was used by the interview participants that was not represented in Table 7, such as shell WIL, student led placements, collaborative industry projects or collaborative projects. It appears that some of the participants that completed the survey and participated in the interview chose the nearest replica of their approach to WIL in question one. This practice of finding the closest fit, if used in other settings, may contribute to the confusion about what WIL actually means, and how it is enacted in Australian universities.

5.4. Summary

This chapter sought to explore the experiences and perceptions of WIL academics and has provided an insight into the rarely investigated world of WIL academic work. The work undertaken by WIL academics was found to be strongly influenced by the relationship between their disciplines and the professions for which they were preparing their students. It has revealed that the WIL borderlands are complex and complicated, presenting challenging terrain for academics who work there. It has also been found that the terminology, the languages spoken in the WIL borderlands may be an important factor contributing to WIL being a wicked problem (a problem that defies definition) (Rittel & Webber, 1973) for academics. The findings from this chapter indicate that the ways in which WIL is understood and interpreted through the words of academics participating in this study, defy a singular, straightforward or simple definition, and that contrasting and convoluted meanings

are apparent. The following chapter presents findings that reflect how closeness between discipline and profession constructs a distinctive, realist form of WIL.

Chapter 6: Findings

6. The Realist WIL Territory

This chapter considers the Realist WIL Territory, a territory constructed in the WIL borderlands where attaining knowledge, skills and competencies required by the professions is a priority for academics. The connection between discipline and profession is critical in this territory, as these aspects of WIL work in synch to reflect 'the real world' of the professions that the disciplines serve. This emphasis on 'the real world' is akin to 'Realism', a term used to describe a period of art that captured the everyday work of ordinary people in a form that closely resembled reality. This theme has been named to represent the close connections between the worlds of work and the worlds of learning in the Realist WIL Territory.

In Realist WIL territories, academics have experience in the professions their disciplines serve. This tight connection between disciplines and professions is reinforced through the strategic sequencing of knowledge and skill development throughout the degree programs for teaching, nursing, allied health disciplines such as radiography, radiology and oral health, and emergency services management. The learning and assessment structures within the programs are carefully constructed as they are examined by external accrediting bodies representing particular professions. Students experience skills development in both university and industry settings, and these experiences are scaffolded closely in alignment with accreditation requirements. The borders between places of learning and places of work are blurred in this territory.

In the territory of Realist WIL, the learning experience is scaffolded and structured within and across learning environments to provide clearly articulated professional pathways for the students. While suitability of the student for the profession may present challenges for academics, they mediate and negotiate WIL within a familiar professional context, therefore academics in this territory can effectively guide students through their discipline and into their chosen profession. Academics have

tried and tested experiences of educating and preparing newcomers to their professions, enhanced by history and systematic approaches. The figure below shows how the territory of Realist WIL has been constructed as one of three significant themes in this study and shows the categories, sub-categories and examples of codes that have contributed to its formation.

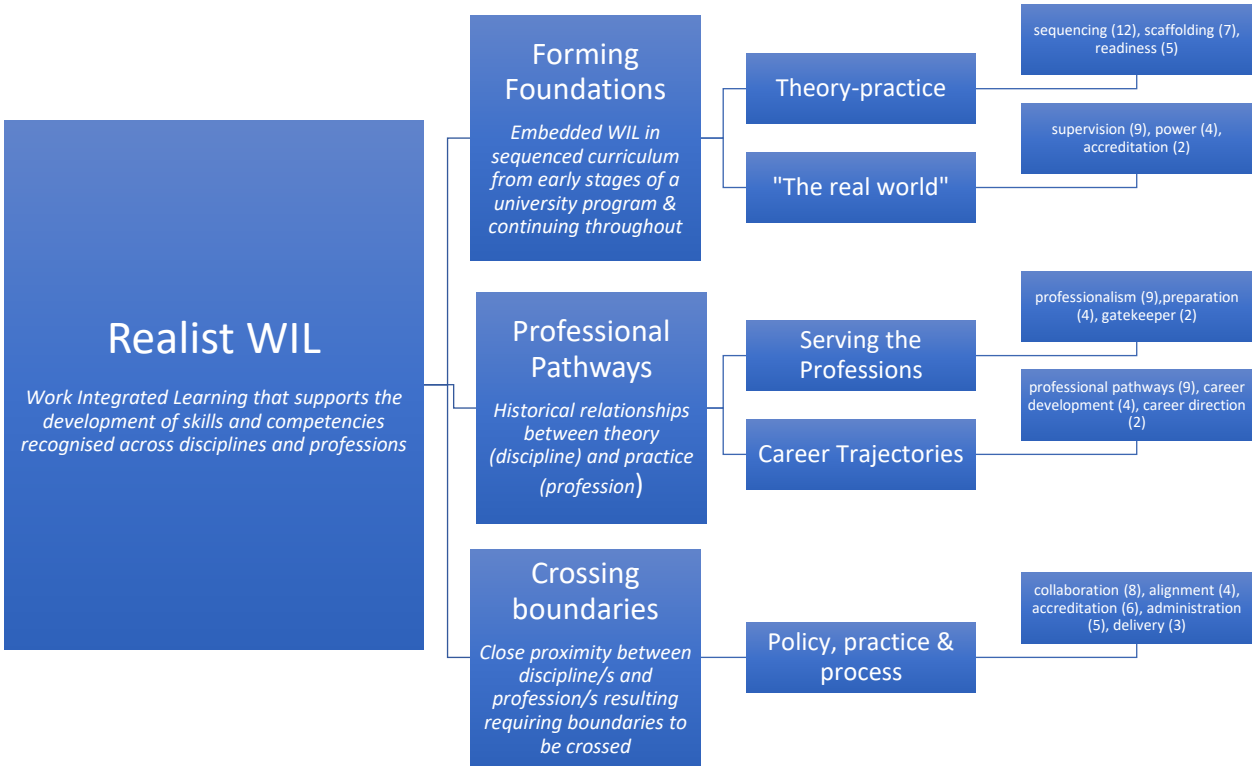

Figure 7: Realist WIL: categories, sub-categories and codes

This chapter explains how the theme, and territory, of Realist WIL is represented in the data through the categories, sub-categories and codes[8] listed above, as substantiated by direct quotes from the participants. Academic voices have informed this territory, which is mapped in Figure 8 to show the relationships between discipline, profession and Work Integrated Learning, and the embedded nature of WIL in the Realist WIL territory.

[8] The numbers in the figure represent code frequency.

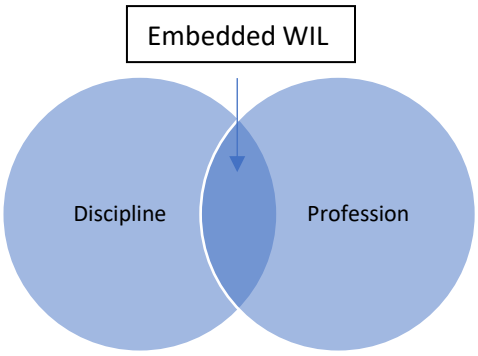

Figure 8: The Realist WIL Territory

This chapter continues as follows: firstly, the metaphorical foundations of the Realist WIL Territory is established, then the category Forming Foundations is explored revealing the work academics do before, during and after placements to ensure their readiness for the workforce. Following this, the Professional Pathway options available to students within the territory of Realist WIL are considered in light of the choices available and the academics work in assisting them to pick a path. Finally, the academic practice of Crossing Boundaries while working between disciplines and professions is examined. This section then considers academic work within this territory and maps the common characteristics of academics working in Realist WIL.

6.1. Metaphorical foundations

> *If I were to want my child to become a painter, this is the painting that I would buy. "Copy that for me," I would tell him, "Copy it for me again." Perhaps nature is not more difficult to copy than this image. (Diderot, 1763, as cited in Stone, 2018 p. 223)*

Acute realism is realised in disciplines and professions with well-established interactions between industry and education because the student is "convinced of the intention of the configuration because the configuration is virtually complete" (Raleigh, 1962, p. 158). The territory of Realist WIL evokes Turner's (2006, p. 728) description of the realist artisans, who demonstrated an "archeologically correct view of the ancient style with a pervasive sense of geometric order." This sense of correctness was borne out of a reaction to the romantic art movement which idealised

images and ideologies, and epitomised art as accessible only by the elite (Hinde, 1997). The realist art movement began when "artists became convinced that concrete events of the past could be resurrected accurately and objectively and that a realistic, essentially unmediated form of representation was possible" (Hinde, 1997, p. 433). Realist artists spent much of their time researching the subjects and objects in their artworks in an effort to "perfect a form of visual representation that was accurate in detail and historical likeness" (Hinde, 1997, p. 440). The mirror imagery that artists desired in Realist art reflects the nature of Realist WIL. Realist WIL is constructed through a deep, close understanding of the professions the disciplines serve, through the careful 'order' of learning sequences, and by academics with their own real-world professional experiences and requiring approval of accrediting bodies.

6.2. Forming Foundations

This category represents academic awareness of the sequenced nature of WIL and the importance of student readiness before transitioning into the next stage of development, whether it be theoretical learning or workplace skills development. Academic perspectives revealed that a critical focus of WIL is to develop a strong foundation from which the students could develop into competent practitioners, professionals and people. Academics highlighted the need to provide support to students to form sound foundations in their disciplines in readiness for transitions into the workplace and their future professions. They referred to placements as a critical 'real-world' element of WIL, with other WIL approaches such as simulations and project partnerships also acknowledged as important WIL practices. The following section outlines academics' experiences and perceptions of forming foundations through Realist WIL.

6.2.1. Theory-Practice

Matthew's insights during the interview provided a detailed account of the importance of strategically sequencing theoretical learning with practical learning so that student nurses can be ready for placements. The strongly structured nursing discipline, where Matthew's tribal affiliations

lie, intertwines theory and practice learning environments in a program that signals embedded WIL. Embedded WIL is curriculum that is intentionally designed to incorporate the values, beliefs and norms of the discipline, and reflects the expectations and requirements of the professions the discipline serves (Abeysekera, 2008 Sullivan & Rosin, 2008; Young et al., 2017). Matthew explained learning and practice expectations across the three-year nursing degree to assist with cohesion between theory and practice:

> *At first year, we only expect them to be able to do X, Y and Z. And Z needs to be assisted to a degree. And then for second year, they can definitely do X, Y and Z and they can do A, B and C as well, maybe B and C a little bit assisted. And then onto the third year, we expect them to be X, Y and Z, A, B and C, and 1, 2, 3 with hands off supervision.*

Strategically sequencing theoretical learning to underpin practical learning in WIL is a complex task of balancing and shifting between theory and practice in alignment with learning objectives for each year of a degree, as articulately explained by Matthew.

For Lisa's discipline, oral health, the embedded nature of WIL means that students learn *'most of the theory in year one with just a little bit of practice'* with the remaining years increasing significantly in placement commitments but she explains, *'of course . . . they still do theory in year (2 and) 3 because I firmly believe that . . . they can't just do placement without the theory'*. This is supported by Sullivan and Rosin (2008, p. 45) who highlight that "knowledge is indispensable to informed and reasoned action." The integration of theory and practice as provided through embedded WIL assists students to obtain practical reasoning, where their disciplinary knowledge provides a platform from which they can learn to "think like" a professional and respond to "complex work scenarios" by deciding "how and when to put their knowledge to work" (Sullivan & Rosin, 2008, p. 46). In the Realist WIL territory, WIL curriculum provides an opportunity for students to apply their disciplinary knowledge in professional scenarios.

The sequence of learning theory in relation to opportunities to practice was found to be important for students in Penny's Public Relations WIL unit. Students in her discipline needed to demonstrate theoretical competency and commitment to their studies in the early stages of their degree before they can access WIL opportunities and work with industry partners. Protecting the reputation of the University by ensuring her students are ready for placement is a priority in preparing her students for WIL. She explains that '*students have to do the whole minor'* before they can enrol in her unit, then *'sign a contract and a confidentiality agreement as well with the client'.* Student commitment to their studies reflects their commitment to their future profession in Penny's experience: '*I find the ones that want to go far with it tend to be the most conscientious . . . the ones that don't care, I look at their track record and there's no way, I'll only let (in) the students I who I think are mature enough and capable enough."* Here Penny demonstrates that the inclusion of theory and practice is only part of the WIL approach in her unit. Student readiness for WIL, determined through their maturity and commitment, is examined before access to the professions is granted. In this sense, Penny is acting as a gatekeeper to her unit and to her profession. However, this approach contrasts with a study that found that providing academic achievement conditions to screen students for WIL opportunities may not be a suitable strategy as it could disadvantage students who may otherwise be successful in the workplace (Jackson, 2017).

The close connections between discipline and profession, and the subsequent interweaving of theory and practice, reinforces the "clarity" of the WIL context and the professional pathways within it, "making for acute realism" (Raleigh, 1962, p. 158), similar to a realist painting in the art world. These academics shared that combining theory and practice in a sequenced and intentional way is necessary for students to transition from their disciplines into the relevant professions. Charles suggested that '*when students are on work placement, they get that benefit of connecting the theory and the reality of life . . . so the story becomes complete for them'*. If theory and practice can be learned and experienced by the student as seamlessly as possible, then, Jim states, they can be perceived by the employer as '*asset ready'*: ready for the 'real world'.

6.2.2. 'The real world'

Anything that's not textbook, anything you've got to sit there and go, 'How am I gonna do this, then?' We teach all these things in theory and in our simulation labs, but then it's a case of, okay, out into the real world, put it into practice, consolidate your theoretical learning and start applying it. (Pam)

Industry partners who support WIL contribute to the work-readiness of students by providing contextually relevant learning opportunities. In WIL, academic and industry supervisor teaching and learning objectives need to be flexible enough for the experience to be meaningful within the curriculum, but also relevant in '*the real world*'. An important element of rendering WIL a legitimate practice in universities is that both students and industry partners recognise that they are learning and practicing knowledge, skills and abilities relevant to their profession. This is fundamental to Realist WIL.

William viewed industry placements in schools as essential for pre-service teachers, and relied upon strong relationships with the site coordinators, the people in the schools who seek out teachers willing to supervisor pre-service teachers and approve and manage the students' WIL experience. He sought out site coordinators who were *'enthusiastic'* and could *'see the value in placements'* but acknowledged that *'a change in that contact person can have a vast influence on the number of people they take to supervise.'* For William, the site coordinator is the *'key person'* in teacher education as they facilitate connections between the student and the supervising teacher*: 'the effectiveness of the whole process really hinges on how effectively they undertake that role, how conscientiously they do it, how committed they are philosophically to it'.* The supervising teacher *'has to make judgements'* about the students to determine *'whether they pass or they don't'*. The significance of the supervising teacher was also noted by Aprile and Knight (2020, p. 878) who found that students had a clear perception of the alignment between placement success and following their supervisor's instructions.

William expressed some concern about using the term *'supervisor'* as, in his view, *'a supervisor means somebody in high vis with a clip board and a checklist'*, rather than placing the emphasis on *'mentoring and nurturing our person'*. William would *'love to see more of an emphasis on the nurturing and the supporting and mentoring as opposed to the tough love'.* Rowe et al. (2012) found that teaching supervisors were more approachable and collaborative, appearing more as a collaborative colleague. In contrast, supervision for student nurses was more hierarchical, and there was an obvious power imbalance between students and their supervisors (Rowe et al., 2012). Ninety-two percent of survey respondents reported that WIL was supervised in their units (see Appendix 6, Question 4), suggesting that supervised WIL experiences are common, therefore supervisors are likely to influence facilitation strategies and consequences of WIL.

In the nursing discipline, Matthew prepared his students for *'the real world'* by letting go, effectively releasing them to learn independently after a strong emphasis on '*preparing them for placements'* in his nursing discipline. He explained that professional cultures in nursing organisations are '*quite hierarchical'* with different levels of supervision provided to student nurses. He explains that in the larger organisations *'there'll be someone who facilitates university placements, then there'll be the facilitators of groups of students, and underneath them, the RNs they work with from a day-to-day point of view, the preceptors'*. The complexity and multi-layered aspect of supervision in his field meant that he was required to step back from his students while placements were being undertaken. He expressed some concerns over the organisations' ability to take '*a macro view'* and understand where students are in their sequence of learning or other factors impacting upon their performance. Matthew's focus was on preparing them for learning experiences away from the University as a critical element of the students' professional development, but he also expressed concerns that there is *'much less control'* over the supervisors on placement, and that they can be *'quite hard on the students'* and *'disrespectful'*. He explains:

> *It's a massive power imbalance when they go out . . . There is that idea that placement is a bit of a rite of passage, but there's also a problem with that thinking as well, because unfortunately . . . nurses have a tendency to eat their young. What they'll do is they'll come in and they'll decide, you know how do we test out these students? We treat them like crap. If they come out the other side okay, then they're a good nurse.*

Rowe et al. (2012) found that students in nursing placements are likely to experience stressful situations. Despite being widely accepted as part of the workplace, nursing students were reported to be highly stressed and anxious because of the workplace relationships they experienced during placements (Rowe et al., 2012).

Matthew expressed that practices involving student placements are largely driven by the Nursing Midwifery Board, and that nursing disciplines at different universities will follow the same practice, but that *'it's not necessarily the way it works best. It's because if you didn't do it, you wouldn't be accredited . . . there's a lot of things at play'.* Students are encouraged to remind and inform their supervisors about their *'scope of practice'* but that this can create *'issues to do with relationships . . . I don't know how else to put this, but students really are the shit kickers at the bottom of the pile when they're on placement.'*

Experiencing tough workplace conditions is part of becoming ready for the profession from Matthew's perspective. However, Grealish and Henderson (2016) found that changes in nursing organisations can be made through capacity building and investments in organisational culture to improve the placement experiences of student nurses. Constructive placement environments assist students to transition between discipline and profession (Grealish & Henderson, 2016).

6.3. Professional Pathways

In this category, academics indicated that preparing professionals for the future by relating expectations, practices and behaviours, was a critical aspect of their work. Participants revealed that WIL is a pathway curriculum that is mobilised by academics and industry supervisors to assist with

student transitions into the workplace and their chosen professions. Assisting students with career development strategies and providing pathways for them to follow through the WIL curriculum was also revealed to be an important academic responsibility. 'Professionalism', as informed by each of the academics' contexts, was a significant touchpoint for WIL academics. This required a nuanced and practiced understanding of both discipline and the professions the discipline serves, to gauge student readiness to proceed through their studies to completion. The following section demonstrates that academic experiences and understanding of both university and professional workplace contexts are critical in guiding students through their WIL experience within the Realist WIL Territory.

6.3.1. Serving the Professions

Serving the professions requires that the academic has both significant professional, industry and disciplinary knowledge. This knowledge provides a platform from which they can support the students as they are learning to become professionals through their WIL experiences. Perspectives on professionalism where highly contextual at times, where behaviours were closely aligned with expertise and knowledge required of a specialised area. Some academics referred to professionalism in a broader context, identifying generic aspects of professionalism targeted through career development learning strategies. In all cases, the academic perceptions of what constitutes 'professional' behaviour in their fields appeared to be drawn from tacit knowledge, their own independent judgements based on experiences. When academics reported on developing professionalism through WIL, they spoke informally, using examples from their students.

Representing both the University where they are employed, the disciplines in which they work, and their associated professions was central to participants' roles as WIL academics. Sixty percent of survey participants reported achieving a doctorate qualification and forty-five percent a master level qualification, together with all but two with industry experience beyond higher education (see Appendix 6, Question 7). This suggests that these academics are experienced professionally and

qualified within their disciplines. The reach across these territories was essential for academics in the Realist WIL territory to enable the preparation of students for their future professions. The dual responsibility of negotiating the requirements of university-based assessments in alignment with professionally required competencies contributed to academic workloads, however academic commitment to professionally aligned outcomes was significant in all Realist WIL cases.

In Simone's case, the pressure of meeting expectations from both discipline and profession resulted in her feeling extremely stressed in her role. However, she was adamant that her students perform, both for their own sake and for the sake of the University's reputation:

> *I don't want just successful graduates, I want graduates who have morals and ethics and all the things that Unis are supposed to stand for . . . I don't understand the belief system behind those people who just want to say 'oh let them go, they'll be fine'. No.*

The standards that Simone suggests in this statement supersedes the technical expertise and requirements of her profession. She explained her intentions to develop her students into professionals:

> *I try to make it as strict as I can . . . I'm finding ways to catch them and next year, God help the students in third year next year. . . . I want the students getting out to be great.*

Pam also shared that Radiography is *'a very small world as a profession'* and that students should *'consider their clinical placements as just an extended interview'*, hence the requirement to perform to professional expectations consistently. The connected nature of the Radiography organisations is revealed here by Pam:

> *We get clinical sites emailing . . . "Oh, we've heard from so-and-so from that site that this student's really good, and wants to be in our area, so can we have them?"*

Pam's discipline serves the radiography profession through WIL by providing an employment avenue for job-ready graduates. This has become even more important to the Australian Higher Education

sector recently, with the passing of the Job-Ready Graduates legislation that "drives universities to be more responsive to the needs of Australian businesses and to design education that helps prepare students for the jobs of the future" (Department of Education, Skills and Employment, 2020, p. 1). In Realist WIL Territories, disciplines are more likely to be well prepared for this legislation because of their close relationships and historical linkages with the professions they serve, as captured in Pam's experience. Young et al. (2017, p. 214) found that applied learning, contextualised to "relevant and up to date industry benchmarked skills and knowledge," enhances employment opportunities for graduates.

Maintaining the integrity of the profession, while protecting university, student and personal reputations was a critical factor guiding academics in preparing students through WIL. Pam explains the complex environments of the Radiography WIL experience, and the importance of 'representation':

> *We stress to (the students) when you're out in clinical you are representing yourself, you are representing your soon-to-be profession, you're representing the university. You're also representing the clinical sites, so don't do anything to make the clinical site look bad.*

Penny also emphasised the significance of reputation and shared her experience of the impact of a student presenting unprofessionally in her WIL course:

> *(She) just rocked up . . . didn't make an appointment . . . wasn't wearing any shoes . . . said 'I'm here, I have to do this stupid assignment.'*

The client subsequently contacted Penny and asked, '*What is this?*' The anxiety and stress of this experience was clearly apparent for Penny during the interview. She shared that she provided her services free of charge to the organisation to make amends, pleading with them to repair the perceived reputational damage done: *'Please, this is not a reflection of the university or any other*

student'. Penny was disappointed in the student because of how the poor attitude and behaviour tarnished both the University's and her own reputation by association.

For Simone, protecting reputations was central to serving her profession, sonography, and saw her take on a 'gatekeeper' role in an effort to maintain standards required by her profession, and to produce job-ready graduates. She shared the experience of failing a student, who then lodged a formal complaint against her through the University, requiring a hearing, and a defence of her professional academic decisions around the student's assessment. Simone shared the exchange with the student after she repeated the practical unit.

> *And I gave her feedback to that and then she did her (practical component) and she did it perfectly. And I rang her up and I said you did this so, so well. I'm really proud of how far you've come, you've come a long way. And she said, oh I looked at the video from last year, it was atrocious wasn't it? And I went yep. And she said, I didn't do it properly, and I said, no. And she said, I'm so sorry for what I did to you. And I was on the phone and I burst into tears. I thought, you have no idea of what you've put me through.*

This example suggests that the role that academics play in assisting students through their professional pathways is complex, multi-faceted and at times, difficult. Social support has been found to be critical for academics, as people who work in collegial teams are likely to benefit from social reinforcements and "learning from other members' complimentary skills and knowledge" (Meyer & Evans, 2005, p. 246). For this collegiality to occur for WIL academics, recognition of the outreach services to the professions through WIL must be emphasised as "crucially important" in universities and opportunities for academics to learn from one another be made available (Meyer & Evans, 2005, p. 253; Sullivan & Rosin, 2008). Both Simone's and Penny's experiences demonstrate both commitment to their work as academics, and to their professions, but also indicate a sense of personal isolation within their roles when faced with adversity.

Academics preparing professionals for the future work between disciplines and professions are serving their professions. They strive to maintain the integrity of their work, their students' futures and their industries. How academics prepare for this critical boundary spanning element to their work appears to be largely self-driven, based on previous experience and their own acquired understandings of the professions served by their disciplinary areas. This sub-category raises further questions about preparing WIL academics for their work and supporting the development of job-ready graduates across disciplines and professions.

6.3.2. Career trajectories

Career trajectories represents the pathways, options and decisions related to careers that arise for students during engagement with WIL. The academic is an important guide in this respect, counselling and supporting students, assisting them in finding the work future that suits them best. In this sense, working with career trajectories is personal, with academics working with individual students before, during and after placements to ensure their choices remain aligned with their future goals. In some cases, however, students enter the discipline unsure about their professional fit. Greta explains how this can occur within her discipline, education:

> *Some first-year students come in not really knowing whether they want to be a teacher or not, come in with the pressure mum and dad are teachers so I'm going to be a teacher. I could almost name a handful of students where I know that they're not interested but they're still persisting because there's the pressure from home.*

Well-intentioned parental guidance can see some students find themselves on unsuitable professional pathways. Others, as Greta recalls, believe their pathways have been pre-ordained and think that *'they are already a teacher. All they're doing at university is getting the piece of paper to get registered.'* She notes that these students are *'quite closed'* to the learning opportunities available to them, noting it *'one of many challenging things'* involved in supporting students to be job-ready through WIL. Greta also explains that *'some people are just a natural at a particular occupation'* and that some are *'with us but probably shouldn't be with us and who just won't take*

the hint, and they're not willing to do the work they need to do either. That's a difficult one.' Greta admitted to telling '*little white lies'* to students and their teaching supervisors to help students negotiate their path and recognise if they were well-suited to their chosen future profession. Student participation in WIL has been found to enhance career self-management and self-awareness, helping them to construct a pre-professional identity (Jackson, 2017). The WIL experience aims to assist "students to visualise the gaps, and pathways to fill them, which will allow them to be perceived, and them to perceive themselves, as a professional" (Jackson, 2017, p. 839). However, Greta indicates here the individual students' differences, their *'preconceptions'* coming into the teaching discipline, can interfere with their chance to become a professional through WIL, despite academic and curricula intentions.

Kate's experience is in contrast with Greta's, as students often enrol in her discipline for bridging purposes into the preferred degree, rather than an intentional career strategy:

> *Some of them miss out on going to a direct teaching course so they come into more of our Exercise and Sports Science hoping that they're initially going to get enough grades to transfer to Education, or go into Physio, go into Post-grad Masters and Teaching or Post-grad Clinical Exercise Physiology*

Kate's disciplinary area, exercise science, is linked to many different professions, which can also be attractive to students as it provides multiple career paths. Here she describes how students have the opportunity to *'play around in the industry'* to gain insights into their career options:

> *It's a really broad industry and that's what makes it a little more unique as well. When students come in they really don't know what they want to do, they love sport and that's about it but WIL lets them play around in the industry, understand potential jobs and employment areas and then direct their placements towards that down the track.*

In Kate's case, WIL provides important opportunities for students to access different professional placements before deciding on one specific pathway. Jackson (2017, p. 844-855) describes placements as an opportunity for students to gain an insight into industry, gain practical experience to enhance their technical knowledge and gain confidence. She emphasised "the importance of placements for socialising students into professionals" (Jackson, 2017, p. 847). Drawing from this, pre-determined career trajectories are not dependent on early career decisions making for students in Kate's discipline. Student's decisions and experiences are fluid and flexible within her discipline, with multiple career pathways and an emphasis on '*transferable skills'*. As a result of the complexity and variety of career pathways available, these students benefit from increased support in career development that is relevant across all professions associated with the sports science discipline:

> *They come just because they have no idea what they want to do but they love sport . . . And that's where we do a lot of career development and direction within course content . . . they've got to do some career planning and think about that potential career choice, what it might look like, what placements they might need to do, what skills and qualities they'll need down the track and making those links for them now.*

Kate's approach to enhancing employability reveals that the academic is important in *'making those links for them now'*, using an individual rather than a collective focus in student development, requiring additional work commitments. Her experiences also capture a turn in WIL curriculum towards career development learning to enhance awareness of career pathways. Career development learning enhances understanding of the possibilities and processes related to career trajectories and assists students to learn about the worlds of work (McIlveen et al., 2011). McIlveen et al. (2011) found that WIL curriculum can incorporate elements of career development learning and called for greater recognition of its inclusion in WIL curriculum, as Kate has done, and as Penny's experience shows next.

Penny found that career development learning was required in her discipline when feedback indicated there were gaps for her graduates preventing employment:

> *Some of them contact me after, you know, maybe six months and say, 'I just can't find any work.' And I'm like, 'Well, what are you sending out?' This is the why I decided to do this sort of CV session, because I was seeing what they were sending out and like, well it's no wonder – like it's no wonder you're not getting response to that!*

Penny discussed the flexibility she has in her curriculum development, and strong support from her supervisors in her school to innovate and open new pathways for her students. This flexibility has allowed her to quickly adapt to the career needs of her students, by incorporating CV and application writing into one of her units, and introducing event WIL curriculum in another, to give students experience with pitching ideas, and themselves to companies requiring their services. Kay et al. (2019) found that events were an emerging trend in WIL curriculum in Australian universities, typically involving one off intensive activities working with industry. They identified that this trend could be traced to industry needs, particularly in relation to identification of talent for future employment. Penny found though, that student commitment could also be a factor in not gaining employment:

> *The students who have been conscientious the whole way through, they get snapped up straight away, but it's the students who've just tried to sail through and do as little as possible to just pass, they struggle and they should, to be honest.*

This shows that there are many moving parts to graduates being job-ready. It suggests that while the professions are seeking graduates ready for work, that the graduate themselves have a significant part to play in meeting these expectations. The idea that WIL provides a "silver bullet for improving the employability of graduates" (Young et al., 2017, p. 214) needs to be considered in the context of student engagement and commitment. Penny indicates in her statements, as Greta did earlier in this chapter, that students are required to demonstrate respect for the professions her discipline serves

and meet the standards of industry if they are to be accepted as employees. In this sense, she is guarding the territory of her discipline, and profession, and qualifying that students are also responsible for their own career outcomes. Jim also reflects on students being ready for work in his area of emergency management:

> *Some of my students I have taught, they are not ready, and they don't (realise) . . . and that's where you set them up for failure, if they are set up for failure at a university level, then we're setting them up for failure for integrating back to the workforce.*

This statement reveals Jim's lack of confidence in university education as preparation for work. Jim's long professional history in emergency management provided much of the background to his experiences and perceptions of WIL, and in his mind, how easily the university experience can become disconnected from the industry experience. He explains:

> *What that really makes me realise is the significance of currency and accuracy when preparing people for the workforce . . . the knowledge would not be necessarily useful if it's not the way things are actually done.*

Jim articulates the importance of bridging theory and practice in this statement. However, his emphasis on *'currency and accuracy'* extends the academic beyond the university territory and across industry. Currency in industry was raised by Jim, but not by other academics who drew upon historical accounts of their past experiences to guide their educational practices. Jim perceives that in his industry *'currency and accuracy'* is critical, suggesting that active involvement in both Higher Education and industry should be maintained by academics preparing professionals in his field. Dickfos (2019), also suggested that currency and accuracy of academic experience could contribute to closer industry-university alignment in education programs. In her experience, she actively sought professional development outside the university so she could remain current and accurate in her understanding of her discipline's associated professions, naming this approach becoming a pracademic. She concluded that this experience could assist academics to "bridge the gap between

academic theory and professional practice" (Dickfos, 2019, p. 253). Academics in other disciplines and professions who strive to retain professional currency, may well be contributing to more employable graduates, through stronger aligned professional pathways.

6.4. Crossing Boundaries

Crossing Boundaries is relevant in the Realist WIL Territory because of the way the academics spoke about their work between traditionally bounded organisational spaces. It captures academics' movement between discipline and profession, and between their organisational departments within the university. Negotiating the *'many moving parts'* (Pam, Matthew, Kate) of WIL can be understood as requiring 'boundary crossing' competencies, a concept used to explore change in higher education environments by Whitchurch and the University of California (2009) and Prysor and Henley (2018) (see 2.3 and 3.1). Capturing movement of academics in these settings reveals insights into the status and symbols (Agee, 2009) of this territory from the perspective of WIL academics.

6.4.1. Policy, Practice and Process

Academic boundary crossing experiences were underpinned by policy drivers. Relevant policy related to flexible learning modes (Greta), regulations from accrediting bodies (Kate) and structural changes reflecting whole of university WIL policy (Susan and Lisa). The complexity of the mechanisations driving WIL was revealed as participants attempted to explain the tensions and dilemmas of their work.

Greta's university offers WIL in both face-to-face and flexible modes of delivery within the education faculty. While this demonstrates commitment to the practice of WIL, and highlights that it comes with additional considerations. Greta explains:

> *Teaching . . . consists of a whole heap of social interactions . . . And I sometimes wonder how we can produce really great graduates who will be really effective in the classroom, who do their degree by distance without really interacting. That's a real challenge.*

Greta's experience suggests that educational requirements mandated by university can create challenging environments for WIL academics. Adding to the complexity, is the current crisis impacting upon industries worldwide, COVID-19. Due to the health advice given to governments, all universities in Australia were required to move to remote modes of learning for a significant period during 2020. The dilemma facing Greta in her education discipline now casts a much wider net.

Woolliscroft (2020, p. 1142) reflected on the implications of "virtual learning" environments on the medical professions and asked:

> How important are the social interactions that occur in medical school classrooms and laboratories to professionalization? Will we sacrifice the opportunity to develop mentoring relationships between faculty and students?

The requirement for medical students to shift away from placements and clinical rotations is a "profound disruptor" to the education of medical professionals (Woolliscroft, 2020, p. 1142). Simulations and other augmented and virtual reality options have been proposed to be "the next frontier in educational program development" (Woolliscroft, 2020, p. 1142) signalling significant change to long established practices. In a similar vein, allied health rural placements were also placed under pressure in 2020 at the University of Melbourne. Academics in the Going Rural Health team adapted service learning, collaborative supervision and peer assisted learning strategies to an innovative online format to ensure ongoing service delivery and maintain learning opportunities for students (Salter et al., 2020). They also found, like Greta in education, that social interactions required to manage client relationships and establish rapport were challenged in the remote learning environment. The challenges accompanying flexible learning modes are likely to continue in WIL as innovative remote learning models evolve as a result of the pandemic. However, for academics in the Realist WIL Territory these changes will require alignment with their relevant accrediting bodies, adding an additional layer of complexity.

In Kate's role, new accreditation guidelines in her field saw her undertaking a review and realignment of WIL programs, bringing challenges in aligning accreditation and university requirements into sharp contrast. She explained that university processes could make things *'difficult'* in WIL, especially when considering timelines and the requirements of the accrediting body in her field: *'Making sure that we not only meet accreditation but we also work within the university's boundaries . . . is difficult.'* She suggests that *'There's a real disconnect I suppose between what (the accrediting body) wants and how quickly they want it and how we can actually respond to it'*. Kate also reflected on challenges working with the accrediting body, Exercise and Sports Science Australia (ESSA) to ensure her WIL units complied with new regulations. She explains how she turned to support from her tribe beyond her university for advice:

> *I had a few conversations with a couple of other unis, so University of South Australia, and some contacts in Perth, and they have been really good to say 'Look, this is what we do, how it works, don't reinvent the wheel, use what we've got if it works for your situation' . . . You feel like there is strength in numbers, which I know is quite a cliché, but as I said, if you've got support, you have strength there behind it.*

Collaboration between WIL academics at different universities has assisted Kate on managing the compliance challenges she has been confronted with in her WIL work. Sector wide collaboration was a major recommendation made in The WIL Report (Patrick et al., 2008). It was also recommended in this report that internal communication, across disciplines and faculties, be prioritised as an "integral element for academic and professional staff for improving and sharing practice." (Patrick et al., 2008, p. 45).

Both Susan and Lisa work in universities that were attempting transitions to a whole of university WIL platform, providing technological and administrative support across disciplines and faculties that engaged in WIL. Susan struggled to rely upon the administrative and reporting staff of the WIL division at her university: *'To them, it is merely a paperwork exercise . . . Instead of compliance*

protecting the student, it can act as a barrier to learning . . . I worry that the learning outcomes get lost altogether for the sake of an administrative process'. As an academic in Emergency Services Management, she emphasised that she wanted to *'educate the type of people she wanted to employ'*, therefore her objectives were clearly focussed on graduate *'competency'* and *'relevance'* in Emergency Management professions. Her discipline required, *'significant supervision hours'* from academic staff in conjunction with the on-site supervisors, with a meticulously monitored (through spreadsheets, surveys and recorded interviews) mentoring approach to supporting students. She maintains this approach allows an increased professional control over the placements and has enabled "*a huge reputation"* to be built *"on the quality of our placements."* It also assists with matching students and supervisors. She shared the experience of a student suffering from anxiety and the care taken to place him where he had the *"most chance of succeeding."* She explained: *'Some supervisors in our industry can be really tough, so I am careful who I allocate. If I knew someone was really, really tough, I wouldn't put this young lad anywhere near him!'* She also suggests her *'time consuming . . . high contact approach'* that she utilises *'takes the probability of personality clash out of the equation'*. Susan explains:

> *I have a contact log that I keep religiously, it helps me mange relationships with students and the hosts. Every interaction I have with either the student or industry supervisor goes into this log. It enables me to identify and head off trouble, if I've got evidence, I can head off trouble, and it also gives me evidence to inform assessment. Essentially it helps me close the loop of learning. I know the students have learned what they set out to.*

This created workload issues for Susan, although she maintained it as a *'requirement'* if job-ready graduates were to eventuate. Her passion for her work and for the future professionals she was mentoring ran a strong undercurrent throughout her interview, but it was also clear that she operated in a high energy and high stress environment. Her main challenges in her work emerged when the University transitioned to a centralised WIL system. She explains that administrative

information systems adopted to monitor WIL activity *'has not made my life easier, it has made it harder'*. She suggests there needs to be '*a balance between sufficient resources and administering the fun out of it'*. Susan expressed the feeling of being on *'an administrative WIL treadmill . . . the system terrifies me!'*

Lisa also struggled to work effectively with the WIL division at her university. Her irritation was clear during the interview when she commented:

> *When the new WIL policy and procedures (were announced), we were a bit peeved . . . as an academic who deals so closely with the WIL office, we think it was not good that we weren't consulted. So, they're telling us what we are going to get . . . but we should really have been involved in the development and approval of the WIL policies and procedures. It shouldn't have been done with just the WIL team, we weren't involved at all. So that was a no-no, that was not good.*

Lisa felt disempowered and disappointed by recent changes to WIL policies in her university, and was pushing back as a result:

> *The WIL team leader wants to take over and do our rostering for us and we're not ready to give that over just yet . . . because a lot of that is relationships . . . everything is about trust and respect. Those 20 different placements have trust and respect in us as practitioners and so to give it to an admin person . . . The WIL officers don't phone up the place and ask about our students, we have to. The WIL officer can't, we have to do it. . . . They want to help us more, which is great and we'll just have to work out how to do that. And I said, oh we are a bit busy at the moment, but at the end of the year we can sit down and explore ways we can do that.*

The trust and respect that Lisa refers to evolved through sustained engagement (Sullivan & Rosin, 2008) between her discipline and the professions it serves. "Developing trust and forging new forms

of discourse" depends upon meaningful collaboration between disciplines and professions that "takes time and patience" (Sullivan & Rosin, 2008, p. 47). Lisa was reluctant to hand over responsibility for engagement to a different division perhaps for this reason.

Lisa's and Susan's experiences demonstrate a tension between internal organisations, issues with job design in WIL and the importance of reporting, capturing data and the systems that underpin WIL delivery. Their comments reflect their need to control the processes around which her WIL units are delivered in her discipline. The operational boundaries established around WIL administrative and academic practices posed problems for Lisa and Susan.

6.5. Realist WIL tribal characteristics

In the Realist WIL territory, academics are experienced in the professions their discipline serves. Of the 24 survey participants, 22 indicated that they had industry experience outside of higher education (see Appendix 6, Question 9), suggesting that most survey participants were likely to have experienced Realist WIL. While all interview participants who experience Realist WIL appeared to be well connected to their individual disciplinary (and professional) tribes, they also shared characteristics that were common amongst the group across disciplines and professions. For example, their knowledge of both education and industry territories allowed them freedom, and recognition, to negotiate both spaces. These academics also shared a protective perspective and guarded their disciplines and professions to maintain their university's, their students' and their own reputation and integrity.

Each interview with participants from the territory of Realist WIL revealed (at a minimum) a glimpse of a guardian. Sometimes guardians wielded their power at the entry to the degree (as Lisa did by screening applicants to the Bachelor of Oral Health), or at the entry point to a unit (as Penny did by demanding a full minor be completed before access to WIL). More common was guarding the exit point of the degree (as in the experiences of Simone, Lisa, and Jim) to ensure standards required of the profession are upheld, and that the graduates were deemed to be employable by industry.

These academics guarded their reputations, and their professions, by emphasising compliance with industry standards, and meeting the requirements of accrediting bodies.

The in-depth knowledge of the profession, as garnered through experience, was essential for academics in Realist WIL and provided a platform for a set of common characteristics of this emerging tribe. This knowledge enabled them to mediate potentially sticky situations, as Greta did by telling her *'little white lies'*, and confront conflict to ensure standards are upheld, as Simone did in her interaction with a challenging student. Spontaneous, timely and appropriate support was personalised for students when required, as Realist WIL academics worked reflexively when responding to complex situations. In the Realist WIL Territory, student support like this appeared to be akin to personalised, expert, professional development.

Similarly, career planning was significant to Realist WIL academics, revealing individualised intensive work in Greta's, Penny's and Susan's experiences. Career path awareness was critical in Kate's diverse field, particularly as student professional pathways and career intentions were often unclear at the entry point of the degree. Opportunities to experience different pathways was also an important career development approach for Matthew (who noted his students' reticence to be involved in aged care or mental health nursing at times) and Lisa (where experiencing different clinical experience in community settings was required for accreditation). Career coaching was a common undercurrent throughout all Realist WIL academic work.

Academics experiencing Realist WIL expressed a sense of belonging in their work. They felt part of their discipline, and while some (Penny, Kate, Pam) expressed a desire to learn from other disciplines, these academics expressed satisfaction in and a reliance upon their expert knowledge. Each of them articulated their experiences from the perspective of being a disciplinary expert.

In Realist WIL, academics cross boundaries between education and industry in a way that also recognises their knowledge and skills garnered from past experiences and professions. Realist WIL academics can deterritorialise (Deleuze & Guattari, 1982) the 'foreign' context (organisations where

students undertake placement) as it is as familiar and accessible as their 'native' context (of classrooms and disciplines within universities). Students in Realist WIL experience continuous transitions through disciplinary and professional territories which means that academics facilitate 'becoming' rather than 'being' (Bennett, 2011; Deleuze & Guattari, 1987; Honan, 2007). Academics in this space are required to maintain their professional knowledge to ensure the 'reality' of the profession is captured by the discipline, so that students have clearly aligned professional pathways to follow. Academics who know both discipline and profession well can meaningfully guide students along these pathways. Through carefully constructed educational processes, academics aim to deterritorialise professional contexts by providing as 'real' an experience as possible.

The following figure shows the characteristics of the Realist WIL educator tribe.

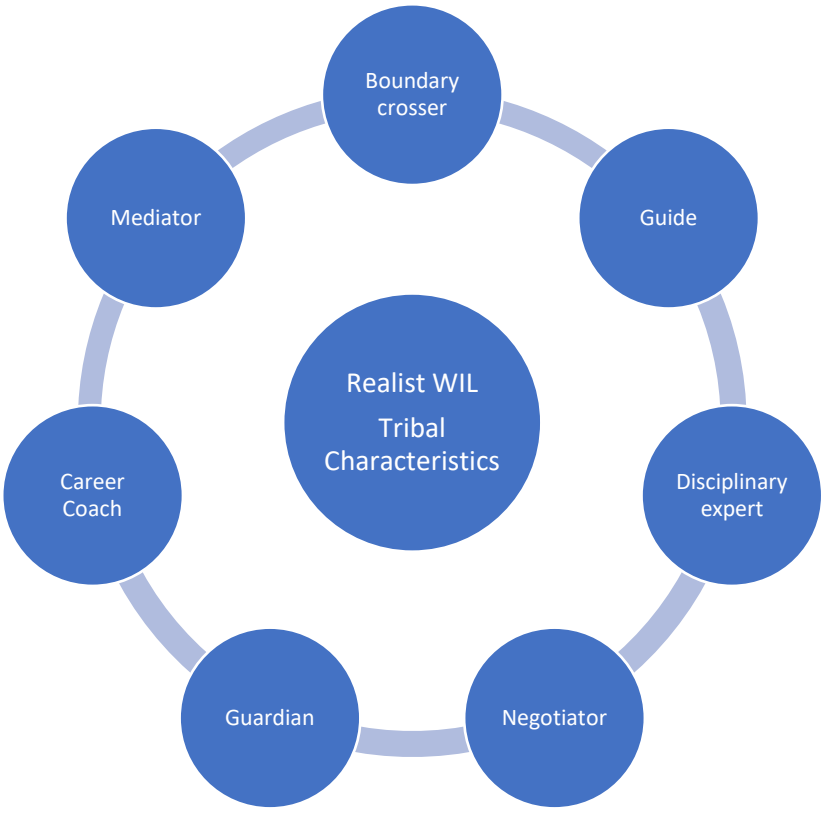

Figure 9: Realist WIL Academic Tribal Characteristics

6.6. Summary

This chapter has described the territory of Realist WIL that has been constructed through the experiences and perceptions of academic participants in this study; characterised by a strong alignment between the disciplines and the professions they serve. Academics working in this borderland territory are experienced in the worlds of learning and the worlds of work and understand the challenges of meeting the needs of many stakeholders. Academics in this territory encounter wicked problems prioritising stakeholder demands in WIL.

Chapter 7: Findings

7. The Impressionist WIL Territory

This chapter considers the Impressionist WIL Territory, a territory in the WIL borderlands where fleeting engagements with industries outside of higher education provide students with an opportunity to grow and develop as people. The broad connection between worlds of learning and the worlds of work is critical in this territory, as this territory of WIL aims to build personal rather than specifically professional capabilities. The Impressionist WIL territory fosters graduate attributes that enhance job-readiness across a range of real-world work environments, therefore the connections between discipline and profession are not important, but student learning through experience is significant in the curricula design. The nature of Impressionist art, a fleeting moment in nature captured in time, is significant in this territory. The WIL experienced by the students in this territory is not scaffolded for but stands apart from their disciplinary focus as a learning 'experience'.

Impressionist WIL depends on a 'moment in time' industry experience, which is neither constructed in alignment with professions, prepared for sequentially within degree programs nor specifically focussed on profession-oriented skills or knowledge development. Impressionist WIL territories are bubble–like by nature, separated from rather than embedded in contexts, floating across disciplines and between professions throughout the WIL borderlands. Academics in this territory emphasise the benefits of opportunities to engage with industry and identify the development of graduate attributes or employability skills as learning outcomes. Impressionist WIL mobilises elective and interdisciplinary units, such as shell WIL (a curriculum that any student can climb into) or interdisciplinary Service Learning, to cater for students from various disciplines with various professional pathways in mind. In this sense, professional pathways in Impressionist WIL, are ambiguous. Like impressionist art, Impressionist WIL encompasses "ambiguous and uncertain settings" (Detoni et al. 2018, p. 336). Raleigh (1962, p. 158) explains that Impressionist art is

intentionally ambiguous, and therefore "allows for more guessing – fewer clues are given to enable one to make a definitive conclusion." Similarly, Impressionist WIL is structured broadly with criteria that depends upon the student *'catch(ing) a learning moment'* that aligns with students' prior theoretical learning. This presents significant challenges to academics as no definitive profession is specified, and academics' disciplinary knowledge may or may not be relevant. In Impressionist WIL, academics support students to link a fleeting engagement or experience to generalised learning about industry, rather than aligning with distinctive professional pathways.

In the territory of Impressionist WIL, academics provide students with career options through engagement with industry, use a life skill focus to build foundations for their futures and equip students with career development skills that will help them become a job-ready employable graduate. Academics in Impressionist WIL are required to become experts in shaping learning opportunities with industries to achieve graduate attribute outcomes. The figure below shows how the territory of Impressionist WIL has been constructed as one of three significant themes in this study and shows the categories and examples of codes that have contributed to its formation.

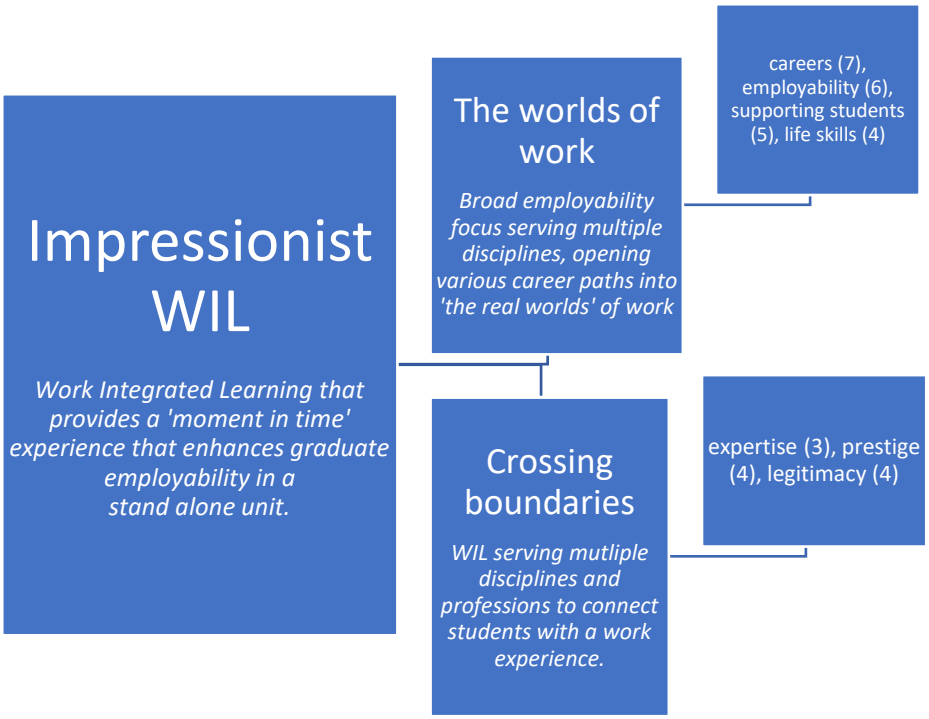

Figure 10: Impressionist WIL: categories and codes

This chapter explains how the theme, and territory, of Impressionist WIL has been constructed from the data through the categories and codes listed above, as substantiated by direct quotes from the participants. Academic voices have informed this territory, which is mapped below to show the relationships between discipline, profession and Work Integrated Learning.

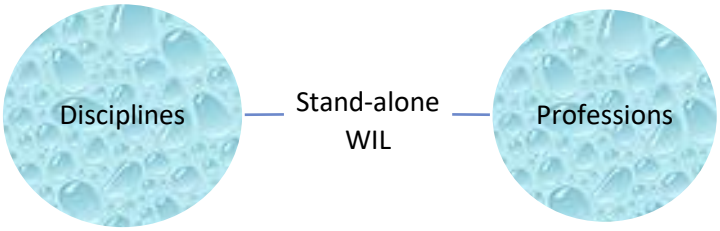

Figure 11: The Impressionist WIL Territory

7.1. Metaphorical foundations

It is doubtless an excellent thing to study the old masters in order to learn how to paint; but it can be no more than a waste of labour if your aim is to understand the special nature of present-day beauty (Baudelaire, 1863).

In the Impressionist WIL Territory, curriculum is constructed as an Impressionist artist would a painting, emphasising an "impression" which represents "truth" through "direct interaction" (Shiff, 1978, p. 771). Impressionism allows fluidity between what is expected and accepted, and a new way of perceiving, than representing, an experience. Like the impressionist artist, the Impressionist WIL Territory requires academics to be less rigid, more open to other disciplines and ways of learning and assessing. The term 'impressionism' was used by art contemporaries as a synonym for "anti-academic" and was sometimes considered to be "unfinished" (Harris, 1989, p. 59). In a similar vein, the case of Impressionist WIL embraces liberal arts education philosophies, where experiencing challenge and change presents an alternative "educational truth" (Tubbs, 2014, p. viii) that emerges from "the difficulty caused by curiosity, by asking questions and wrestling with the doubts that the 'big questions' generate" (Tubbs, 2014, p. viii). Impressionist WIL provides educational opportunities to engage with industry for purposes of curiosity rather than disciplinary development.

7.2. The Worlds of Work

Two of the interview participants contributed to this category of Impressionist WIL. Julia, who is a sessional academic who works in a first year cross-disciplinary WIL unit in the Business school of her university and a interdisciplinary Service-Learning unit; and Victoria, an academic with a disciplinary background in Linguistics, who works in two cross-disciplinary WIL units within the Health and Science school of her university. Both academics spoke at length about career development and employability as outcomes of their WIL unit, and about preparing their students to become job-ready graduates. The following sections consider how the Impressionist WIL Territory has been constructed from university led imperatives regarding graduate employability, and how Victoria and

Julia worked across disciplines to deliver job-ready outcomes that prepared students for *'the real world'*.

7.2.1. Employability

Graduate employability has been a critical focus of Higher Education in recent times with the introduction of the Job-Ready Graduate legislation in June 2020 (Department of Education, Skills, and Employment, 2020) and was reported by participants as being a critical outcome of WIL. Recent policy changes in Higher Education have seen the inclusion of developing employable graduates in university strategic plans, as Victoria noted: '*it's in our strategic plan for the next few years, employability is a massive thing.'* Victoria's peers acknowledged this shift towards industry suggesting that *'WIL's going to be the bigger thing because every Uni's got to get on the employability bandwagon'.* Similarly, Julia recognises the role of university leaders in propelling WIL growth in her university. She explains *'The golden opportunity came when one of the strategic goals of the University, one of the pillars was Work Integrated Learning'*. She regarded this strategic perspective of WIL as critical to the development of WIL units that consciously foster industry relationships for the benefit of the student.

7.2.2. Supporting students

'The real world' captures academic experiences of supporting students in Impressionist WIL to develop wide ranging skills and attributes to assist them in the world of work against this backdrop of university policy that prioritises employability. Victoria's WIL units have been developed around readiness for the world of work, rather than discipline specific skills, requiring the student to *'contextualise the workplace or their role in the workplace'* and identify relevant theory they can *'put into practice in the workforce.'* Victoria suggested that students enjoyed *'that real world thing'* in both of her units because they are *'either out in industry or . . . paired quite strongly with industry'*. In one of Victoria's WIL units the emphasis was on working with a single partner organisation on an

innovation project, where students reported a *'sense that they're doing more than just uni work, that it's somehow a bit more authentic.'*

Julia explained that the students need to demonstrate how they will develop her university's identified graduate attributes in her first year WIL unit. For example, her students use critical thinking skills to *'catch a learning moment and link them to modules, theories'* to demonstrate that they can interpret their knowledge and apply it appropriately in a workplace situation. The significant benefit for students in this unit is that *'they get to test ideas. They get to build resilience, which is really important, and experience the frailties, I suppose, of working in a workplace'*. Learning aims in Julia's WIL unit include *'understanding how a workplace can work'*, and the recognising importance of *'the core values and strategies of the organisation'*.

7.2.3. Careers

Assessment supporting these learning outcomes included development of an e-portfolio which Julia encourages her students to add to throughout their degree in preparation for *'the real world'*. Victoria also used a portfolio assessment in her third year WIL unit, as the non-placement component *'is really based all around careers'*. E-portfolios as a WIL assessment strategy have been utilised previously in an effort to capture how students develop graduate attributes, however, Faulkner et al. (2013) found that students struggled to connect graduate attribute competencies with ongoing professional development. In contrast, Julia asserted that the use of the e-portfolio in her unit developed an increasing awareness of opportunities for students that Julia explained as *'opening their eyes to things they took for granted or didn't know existed'*. These contrasting views can be considered in regard to the wider view of professional development (across disciplines and professions) and the curriculum design that captures this breadth of knowledge used in Julia's unit within the Impressionist WIL territory. MacDonald et al. (2014) found that appropriately and intentionally designed university curriculum can foster professional identity development through reflection and increasing self-awareness. This supports Julia's perspective that self-awareness is an

important asset for students transitioning from education to work. The intentionally designed curriculum was a factor for Victoria, who focussed on skills development in her unit to intentionally engage students to become aware of their achievements. She used reflective assessment where students identified six skills that they wanted to improve at the beginning of the unit, and then *'produce artefacts as evidence of their skill development'* as the final assessment. Victoria expressed the significance of this assessment in regard to the students third year status, as *'they should be finishing pretty soon . . . (so) when they go to write up their job application and address the selection criteria, they go . . . yes, here's the evidence I've got, I'll write about that.'* However, Victoria also commented: *'I don't know how well that gets followed through later on, but that's the intention, to try and make those links*.'

MacDonald et al. (2014) also reported that students engaged in WIL early in their university learning (as is the case in Julia's experience) were more likely to transition from university into the workplace and less likely to make poor career path choices. Choosing the right career path resonated with one of Julia's stories of a mature aged student, disenchanted in her current career who had turned to further study to find a new path. She explained how the career development process in Julia's WIL unit developed a new sense of self-awareness and readiness in this student:

> *And she wrote back to say, I'm feeling so much more confident. I feel like I can apply for a job now . . . now I can see that I can do stuff. I've got something to sell. And I'm sitting there going, oh my god, the tears are running down my face. We have succeeded. It was good.*

Julia's involvement in the student journey provided her with a sense of joy, and achievement, that resonated throughout her interview.

7.2.4. Life skills

Service-learning provided a different experience for Julia's students. Service Learning is a curricula approach to community engagement that enhances "students' professional and personal development and understanding of their role in the community and as global citizens" (Valencia-

Forrester et al., 2019, p. 185) and emphasises transformational learning as one of its key learning outcomes (Wenham et al., 2020). Academic roles in these types of WIL units can be particularly stressful as the "students require a lot more support to gain the transformational learning involved" (Wenham et al., 2020, p. 1037). The personal interest in the student journey was reflected in Julia's interview, and in previous research (Wenham et al., 2020). Respect for social justice was also perceived to be a pre-requisite for academic work in Service Learning, where "academic staff feel that by supporting the students, they are also indirectly making a contribution to social justice and the lives of vulnerable people" (Wenham et al., 2020, p. 1037). This connection was clear as Julia supported, and defended, the reputation of young people interested in social justice.

> *'There are a lot of myths, of course, around millennials and GenYs . . . (that) they don't volunteer, that they want everything handed to them on a platter, and I don't actually think that's right. They want to fight. They're fighters, a lot of them. They want to fight for their rights . . . so I see the role of us as educators in experiential learning as trying to switch on some of those touchpoints that make the lightbulb moment happen.'*

Victoria also identified the benefits of working with a community partner in her new WIL unit which she refers to as '*under the broad umbrella of WIL but it doesn't involve a placement. It's an industry innovation challenge'*. In the most recent iteration of this unit, 30 students from disciplines across the University were split into six teams to address the challenge put to them by the industry partner, with each team pitching their idea after an intensive two-week block. While the partner within this unit did not have to be a Non-Profit or Community organisation, Victoria shared that in selecting the State Emergency Service (SES) in the most recent iteration was a good fit: *'I did choose the SES over a couple of other (potential partners) that were interested because I felt that the SES really fitted well with the (university) values.'* She also shared the challenge of working outside her area of expertise:

> *It's a challenge not only for the students but for me too in that the students need to solve a problem about industry that they don't really know about, and I need to support the*

students, who I don't know. Emergency management isn't my area . . . at least I have built some skills myself this year!

Victoria's unit fits into the innovative models of WIL as outlined by Kay et al. (2019) as a curriculum that is tailored to suit the needs of organisations and counters the inflexibility of timing and semester schedules that comes with placement models. Victoria stressed the importance of *'really making sure the SES got something out of it'* as well as the students and developed the curriculum around working in cross-disciplinary teams to solve a problem for the organisation (Kay et al., 2019). She shared: *'The students have really loved it. They all said it was really hard, which it was. These kinds of things are really hard!'* The benefits to the SES were also clear, as they *'have picked up all six ideas'* that the students developed in response to the challenge, which, according to Victoria *'is amazing.'*

The structure of curriculum in the Impressionist WIL Territory depends on the students making the links between theory and practice, rather than the academic 'scaffolding' for them in alignment with discipline or profession. This means that the academic's specialisations and disciplinary backgrounds are not always necessary or useful in this WIL context, as the scope of *'the real world'* reflects the many worlds of work, rather than *'the real world'* of a specialised profession. However, as revealed in the experiences of Julia and Victoria, the outcomes for the students in Impressionist WIL also generate the employability outcomes required by their universities.

7.3. Crossing boundaries

It's just a different world. It's a much more invisible world, I think. (Victoria)

This category examines the challenges that comes with working in WIL that is not embedded in disciplines or explicitly serving a profession. Impressionist WIL is fleeting, the engagement with *'the real world'* taking place as a moment in time, offering open, self-directed opportunities for students to grow and develop, rather than specific, academic-directed outcomes required of particular

professions. Work in this territory can create tensions, and cause inner conflict, especially regarding identity and legitimacy and challenges academics' sense of belonging to a particular tribe. This was most clearly experienced and expressed by Victoria, whose transition into WIL was unexpected, and challenged her sense of *'being the expert'*. Her story has informed this category, with the codes originating predominantly from her transcript. However, other comments from Realist WIL academics have also resonated with her perceptions. As such, they have been included in the section that follows.

7.3.1. Expertise

Victoria's experience as a WIL academic has resulted in a feeling of professional isolation. Her involvement with cross-disciplinary WIL has disconnected her from her peers and her discipline: *'I have so much more expertise in my discipline and I do miss that feeling of really being the expert'.* Victoria also acknowledges WIL is *'definitely valued by the students'* as well as *'by the Vice-Chancellor'*. However, her perception more broadly across the University was that WIL was *'not particularly valued at all'*. Previously strongly engaged in research in her specialist area, Victoria struggled to adapt to her WIL academic role that she was *'gifted'*. Experiences of cross-disciplinary WIL in her elective unit left her feeling part of an *'invisible world'* with *'its own language'*. Through these words, her sense of professional isolation can be sensed. *'Because I'm not teaching in my discipline anymore, I really do miss it.'*

The ambiguous nature of her WIL unit, catering for students from any discipline associated within her school in one unit, and any discipline throughout the University for the other, challenged her to find meaning in her WIL work. She shared: *'I know students appreciate the subject and they appreciate the feedback, but in some ways it's less rewarding.'* Victoria was challenged to develop WIL curriculum that catered for students from the diverse and numerous disciplines as she could not draw on her areas of expertise, Linguistics, to assist her. Aligning learning outcomes with the development of employability skills to enhance career readiness, Victoria incorporated practical

activities such as application and CV writing into her unit. Despite her initial reticence, the student responses provided her with unexpected joy: *'I'm not using all of this expertise that I can offer to other students, but then it's rewarding at the end of Semester when they all come back going, "This was the best thing, I love this. This is my best subject," and you think, wow!'* However, difficulties noted by Victoria included not knowing the students she was teaching, not being an expert in their disciplines and not being aware of the professional opportunities that may be on offer for them. For Victoria, the Impressionist WIL territory was discomforting, and unfamiliar.

7.3.2. Prestige

Victoria's experience in Impressionist WIL as cross-disciplinary academic work revealed a reticence to stray from her disciplinary tribe, and her perceptions of strength and prestige associated with bounded disciplines and the work undertaken there. These experiences reflect Victoria's strong preference for and connection to her discipline and associated professions, and her struggles to adjust to an Impressionist WIL academic role. Academics '*gifted*' with Impressionist WIL units, like Victoria, may suffer similar challenges to their perception of professional self. Victoria reflected: '*the way other academics view you when they say, 'What do you teach?" and you say, "I teach a third year WIL subject," it's kind of like, you know, right, not a real academic kind of thing.'* This resonates with Wenham et al. (2020, p. 1035) who found that a "lack of recognition of professionalism" was a deterrent to retention of academic advisors in a service-learning unit they examined. Victoria expressed her disappointment at her peers' response to her role: *'I really have skills, people!'*

7.3.3. Legitimacy

Victoria suggested there was an in-between-ness in WIL work, an invisibility in her loosely defined boundary-crossing Impressionist WIL Territory. While Victoria's perceptions of legitimacy came about because she presented as a disciplinary expert in a cross-disciplinary unit, other participants shared some of Victoria's concerns. Control of their work environments was contested for academics, impacting upon the WIL learning environment, their work and their futures. Kate

describes her role as *'integrating . . . the stakeholders . . . integrating students with industry . . . being the link between all of the agencies and . . . enabling students to integrate that theoretical content into a practical setting.'* This description of WIL work captures the fluid, transitional roles these academics are undertaking as they cross boundaries between discipline and profession, education and industry, and in Victoria's case, crossing the boundaries between disciplines too. Victoria reported a sense of disorientation in this environment at first, disconnected from her familiar university experiences, stating: *'What is this? I just feel like chopped liver!'* Such disorientating feelings may be more apparent in early career academics who are still grappling with notions of academic identity. This aligns with an insider senior academic's account of the "demanding" nature of WIL as being potentially disruptive to the career trajectory of a junior person (Bilgin et al., 2017, p. 180). Ten percent of the survey respondents reported that they had less than five years' experience in higher education with thirty-five percent reporting five years or less experience in WIL (see Chapter 5, Part B). These academics may be encountering greater challenges than more experienced academics.

Victoria, similarly, has two years' experience in WIL. She sees herself as an *'academic'* but is still not completely at ease or satisfied with her role. She contrasts her previous disciplinary experience with her current WIL experience:

> *I was always at conferences. There was research. There were collaborators everywhere. There was a really strong kind of identity in that discipline, so there was a lot of support and a lot of ways for you to get professional development (PD). And with WIL, ACEN is fantastic and thank god for ACEN because otherwise there'd be none, it seems . . . If we're going to be educators in WIL, then we need to learn about WIL.*

Both Kate and Victoria acknowledged the role that ACEN (The Australian Collaborative Education Network) plays in providing support for WIL academics. However, the lack of professional development opportunities and clear professional pathways for WIL academics have been revealed

in this study at both the university level and the profession level. Greta reflected on how WIL was valued in her profession, education:

> *I've raised this with the Department of Education . . . They do a big grant scheme every year, where there is quite a lot of money on offer for research. Never anything about professional experience placements, about that whole WIL space, nothing . . . it's like, hang on a minute, we're training your future employees, don't you want to know about it?*

While strategic drivers of policy have influenced the requirement for WIL to be implemented, the underpinning support structures so that academics can learn about, and share their experiences of WIL, are limited.

7.4. Impressionist WIL tribal characteristics

Facilitating WIL in Impressionist Territories is challenging for academics due to its ambiguity and reach across disciplines and professions, and because learning outcomes are usually anchored in career development and employment theory and practice, and not aligned with disciplines or professions. These 'impressions' formed through engagement with industry do not intentionally aim to bridge any gaps between theory and practice, in distinct contrast to the rigorous structure, sequencing and scaffolding found in the case of Realist WIL. Instead, academics undertake an anti-instrumental learning approach of championing learning for the sake of learning through fleeting experiences of *'the real world'*.

In Impressionist WIL, academics emphasise broad employability outcomes, and generic work readiness that prepares graduates for an array of career opportunities. While these units are open to students from various disciplines, the perspective of Victoria, and her peers, suggests that this type of WIL is perceived as being non-disciplinary. Impressionist artists sought to challenge "the authority of large, formal, highly finished paintings in favour of works that more immediately expressed the artist's . . . response to the world" (The Oxford Dictionary of Art and Artists, 2009, online) and in a

similar vein, Impressionist WIL, from Julia's perspective, can be framed like this. Julia spoke passionately about life lessons learned as she coached and supported her students to become employable graduates. She rarely used disciplinary language in her interview, and only referred to specific professions as rare examples. Her view was that WIL curriculum can provide learning opportunities that enabled the students to engage with industry in a way that they could not through their discipline. Julia perceived this to be important, and powerful.

However, for Impressionist WIL academics like Victoria, navigating the distinctive differences between discipline specific work (the formal, highly finished paintings) and the interdisciplinary experiences (immediate artistic responses) of Impressionist WIL can be challenging. The shift from a position of expertise was disempowering for Victoria as she desired to remain in a familiar territory, with a familiar tribe in her discipline. Preparing ambiguous pathways for broader industry exploration may not be perceived as relevant or recognised work for specialist academics. Academic work allocations, as in Victoria's case, can complicate academic career trajectories.

The following figure shows the characteristics of the Impressionist WIL educator tribe.

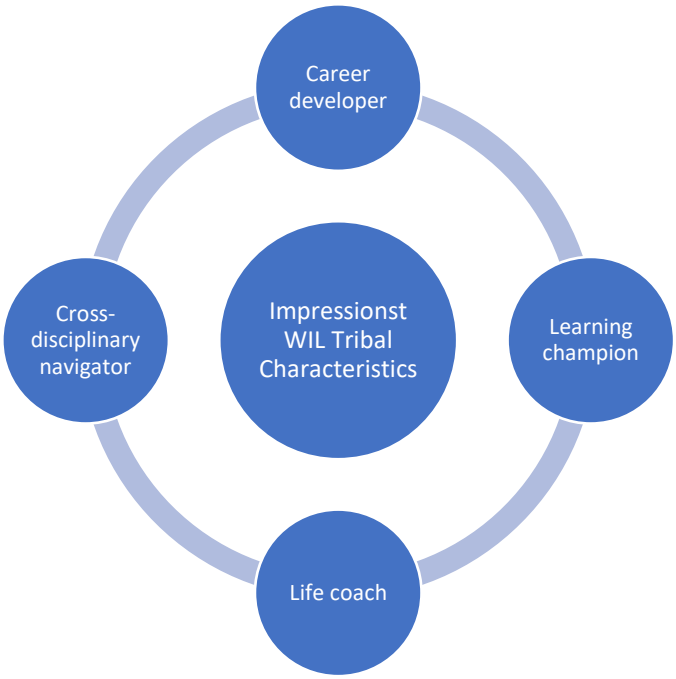

Figure 12: Impressionist WIL Academic Tribal Characteristics

7.5. Summary

This chapter has described the Impressionist WIL Territory as experienced and perceived by academics who participated in this study. Academics in this borderland territory work across disciplines in WIL to develop generic employability skills and graduate attributes required for the worlds of work. These academics are not required to be disciplinary experts, but tensions arise where the bond between the academic and their discipline is preferred. Academics with interests in career development and employability are likely to be more comfortable in and better suited to working in the Impressionist WIL Territory.

Chapter 8: Findings

8. The Surrealist WIL Territory

This chapter considers the Surrealist WIL Territory, a territory in the WIL borderlands where the connection between and across disciplines and professions is a critical, intentionally interdisciplinary interaction designed to foster innovative application of knowledge. Students experiencing this territory of WIL experience worlds of work other than those served by the primary discipline being studied. This chapter provides insights into academic perceptions of a need for further advancement in this WIL territory, and in doing so addresses research question 2. While no participants directly reported experience within this territory, this territory's characteristics were glimpsed through academics' perceptions of the future.

Surrealist WIL was constructed from one category of data that was broadly named 'Challenging Perceptions.' These statements, made by both survey and interview participants, defied the common narrative of WIL that dominated the data, and signalled important, critical, and usually simple questions that underpinned them. A closer examination of these statements found that some of the assumptions about the benefits of WIL were being brought into focus or being questioned outright by the academic participants. Charles stood out from his Realist WIL peers when he asked with frustration *'What is WIL for anyway?'* His challenging geographic circumstances meant a lack of access to suitable placements that connected discipline and profession with the sequenced, intentional scaffolding required in Realist WIL Territories. While he seemed to want to persist in his unit, he was challenged to the point where he questioned the purpose of WIL and its use to his students. This statement was a critical indicator that the Surrealist Territory of WIL, while not evidenced in practice by these participants in this study, was very much taking shape through their perceptions that had evolved through their work.

This territory did not evolve in the same way as the Realist and Impressionist territories, as the number of codes, and the data that the codes represented were substantially less, as demonstrated in the category and codes map provided for the Surrealist WIL territory below. However, the significance of these codes, and the naming of the category 'Challenging Perceptions' niggled around the edges of other statements and claims made in Realist and Impressionist WIL. This resulted in further examination of the WIL literature in both Australian and International contexts, to see if the perceptions about WIL that were being challenged in this study were being considered elsewhere.

Figure 13: Surrealist WIL: category and codes

'Challenging Perceptions' were found in some examples of the extant literature. There are glimpses of ideas that indicate that existing WIL models typical of the Realist WIL Territory may not be the best option when engaging with industry apparent in Kay et al. (2019) in their discussion regarding emerging, innovative models of WIL. The recent pandemic has also seen innovative practices, and unexpected outcomes evolve from the allied health experiences at Melbourne University. While these examples do not necessarily challenge the usual practices of WIL, it does raise questions about alternatives to Realist WIL approaches, and the benefits that might be realised by approaching the curriculum differently. An integrated approach to industry engagement saw collaboration between engineering and the social sciences (discussed later in this chapter, see 8.4) in Denmark demonstrate how 'Challenging Perceptions' of real-world work could evolve into an innovative interdisciplinary engagement with industry that may be better suited to modern organisations, in particular start-ups and SMEs, that were noted as problematic from a partnership perspective in Kay et al. (2019). This suggests that it would be unsurprising to find other examples of connecting disciplines and

professions in Surrealist WIL Territories already underway in Australian universities. Based on these checks between the data and the extant literature, the Surrealist WIL Territory was constructed.

8.1. Metaphorical foundations

> *For a moment, then, let us surrender to the ultimately absurd. Pull down the barriers of sanity and let us indulge to the fullest in the realm of unreason. . . . The escape from reason allows one to create a world that at last has meaning. The intelligence is put to rout.* (Field, 1942, p. 60)

This statement typifies early Surrealist art, the art of Dada and Dali, and the manifesto by Breton (1924) that was written in support of "strange-making" through Surrealism (Eggener, 1993, p. 40) This theme, the Surrealist WIL Territory, is characterised by "strange-making" which challenges typically predictable links between disciplines and professions. Contextual disconnections between the problem (becoming professional) and the solution (WIL placement) are the foundations of the Surrealist WIL Territory, where the construction of curriculum and the students' experiences can be described as 'surreal' – appearing to be out of place with what is expected. This disconnection might be considered dysfunctional: "a charming interlude of irrationality" or having "an amusing lack of logic" (Eggener, 1993, p. 39). However, the intention of Surrealist WIL is to provide alternative opportunities to develop employability and job-readiness by solving problems using disciplinary knowledge outside of its professional contexts. This means that Surrealist WIL curriculum does not depend upon discipline-profession alignment as there is much less consensus on what type of information and knowledge would be relevant in the context of the problem (Batie, 2008). This type of WIL aims to produce new knowledge, rather than test the acquisition of known knowledge, through interaction with and inter-weaving of alternative professional environments. In this sense, WIL in the Surrealist Territory can be described as an innovative learning environment.

This concept has potential to disrupt the status quo of discipline-centric industry engagement by providing an opportunity for innovative learning design with outcomes that benefit the student and

contribute to innovative work environments. Like Salvador Dali, who wanted to "systematise confusion" and challenge "the world of reality" (Eggener, 1993, p. 43), the Surrealist WIL Territory aims to source knowledge and professional competencies through alternative and unusual connections and experiences. Complimenting Guzmán-Valenzuala's (2018, p. 11) description of the entrepreneurial university, Surrealist WIL emphasizes development of "skills that enable (students) to be autonomous, strategic, innovative, competitive, and indeed, entrepreneurial . . . in a specific labour context." From a disciplinary perspective, what constitutes a "specific labour context" is contested in Surrealist WIL and provides unique learning opportunities for students and tailored benefits for employers that contribute to innovative work environments. The figure below shows the relationships between discipline, profession and Work Integrated Learning in the Surrealist WIL Territory.

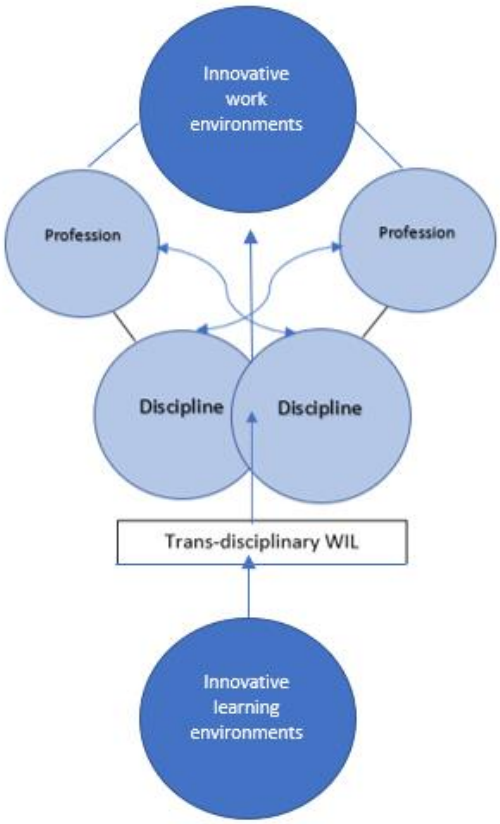

Figure 14: The Surrealist WIL Territory

Surrealist WIL Territories challenge the student to think outside of their discipline, to further develop and apply their knowledge in unlikely professional contexts. Hobbs (1985, p. 299) explained that although the surrealist artists emphasised "the unconscious or subconscious mind," surrealist landscapes that challenged perceptions of reality were constructed "to create an order that is understandable by the group." In constructing Surrealist WIL curriculum, academics are required to create a WIL experience with clear intentions so that student outcomes and the benefits for employers can be clearly understood.

Surrealist WIL provides students with an opportunity to experience industry beyond the professions the disciplines serve. Aligning with Barnett's (1994, p. 73) notion that future professionals "will be able not simply to cope with change, but actively to shape change," this territory provides an opportunity to view the WIL experience as "a laboratory where they could experiment with creativity," (Hobbs, 1985, p. 299) and develop important capabilities required in workplaces more broadly. Students would have the opportunity to subconsciously refer to their learning, and apply their skills and knowledge informed by their discipline to an unfamiliar setting, and in doing so, develop far-reaching competencies. This theme presents largely unrecognised opportunities for innovation and application of discipline-oriented knowledge beyond known professional boundaries.

8.2. Challenging Perceptions

The category 'Challenging Perceptions' has informed the development of the Surrealist WIL Territory. The following sections explore WIL academics' perceptions that have contributed to this theme through three codes clusters that were constructed during the analysis. These code clusters are Purpose; The Real World? and Pressure.

8.2.1. Purpose

The purpose of WIL was questioned by Charles and Greta and was noted as an issue for five of the survey respondents. One survey respondent identified the most significant challenge for them was obtaining a *'uniform understanding'* of *'the purpose of WIL'*, while another identified that *'defining*

what WIL is' was required, along with '*providing a comprehensive rationale for why we include WIL in courses'*. These comments suggest that there are gaps in academics' understanding about WIL, or a desire to challenge the benefits of embedded WIL strategies currently being pursued by many Australian universities. These academics' perspectives suggest a disconnect between how WIL is understood and why it is implemented as a curricula approach.

This disconnect was articulated by Greta, as she reflected on why WIL was used in some disciplines:

> *Education, nursing, even social work to a certain extent, we've been doing it for a long time. I know at our university, they're trying to encourage more WIL placements in Accounting and Business . . . that don't traditionally have a placement . . . What is the benefit, really, of plonking someone in an accounting office for two weeks? What will they learn? What will they actually do? (Greta)*

Greta's perception reflected her strong alignment with the Realist WIL Territory, and the sequenced, scaffolded approach to WIL throughout a degree program. Her description of WIL in Accounting and Business programs as students being *'plonked in'* suggests that unless the WIL is sequenced and scaffolded between discipline and profession over a period of time, then WIL is not beneficial. In this statement, she is calling into question the purpose of WIL.

Charles also identified with the Realist WIL territory and was challenged by the way WIL was enacted in his discipline. He felt that WIL was *'a reporting requirement'* and not *'well-suited'* to his students. His perceptions highlighted the disconnection between discipline and profession in his WIL experiences. His perception was that WIL did not necessarily assist students to gain employment in his field.

> *The placements available do not align with the work that our graduates will eventually do. I'm not convinced we have a clear understanding of what work placement is for, what the*

benefit is in a profession like ours. What they actually do in placements and what they actually do later on is so different. So I wonder, what is the role of placement anyway?

Charles' experience fuelled a frustrated and at times negative perception of his WIL work because of his pre-conceived expectations (and possibly past experiences as an Engineer) that WIL should provide a clear professional pathway. Charles was trying to facilitate a Realist WIL experience in a Surrealist WIL territory, but one that was not constructed with order in mind. Charles' challenges in working across the multiple professions served by his discipline were exacerbated by difficulties in locating professionally aligned placements with the facilities and expertise required to support his students in geographically remote locations. This meant that he was not able to achieve tightly scaffolded links between theory and practice that reinforced professional imperatives. He did, however, have an unrecognised opportunity to expand student learning and experiences into other industries and professions, an opportunity that could have been recognised by mobilising Surrealist WIL territory characteristics in the curriculum.

Charles' experience demonstrates that expectations and alignments between disciplines and professions can complicate WIL academics' work. While Charles noted that WIL was *'necessary'*, he also expressed frustration about the lack of alignment between theory and practice, and lamented *'What is WIL for, anyway?'* It appeared that Charles was *'gifted'* the curriculum (like Victoria), and seemed to resent the WIL work he was engaged in.

8.2.2. (e)Merging worlds

Several survey responses demonstrated academics' awareness of the need to cast a wider net beyond the scope of discipline and profession when developing their capacity to deliver the most important learning outcomes of WIL. One academic responded:

Soft skills are developed as students work in complex realities, not only just in one sub-unit of a discipline, which is how courses often function.

WIL contexts can surpass the bounded spaces of disciplinary study and emphasise the development of professional capabilities applicable to many workplaces. It was noted by one survey participant that *'in the real world'* one does not practice *'in silos'*. Kate also stated that *'academics are too used to working in silos'* and that *'people don't know what is going on'* across the disciplines and the university more broadly. Pam also lamented that the focus on *'uniqueness'* in some WIL units detracted from the *'commonalities'*, which she found *'singularly frustrating'*. She explains: *'we've got these disparate groups doing their own thing and we're not perhaps learning from best practice'*. A desire to share knowledge and experiences and learn across disciplines was apparent from these participants, which suggests that the isolated nature of disciplines may not provide adequate support required for academics to facilitate WIL. Breaking down barriers so collaboration could occur was a critical challenge noted by these participants. The development of transferable skills, such as *'developing reflective practice skills appropriate to professional environments'* was also recognised by one survey respondent as the most important learning outcome of WIL. These comments conflicted with Charles' perception that placements were not indicative of the real world of his profession and were therefore not worthy of consideration: '*What they actually do in placements and what they actually do later on is so different.'* Charles perhaps did not find transferable skills valuable or significant in his case, as he sought to recognise and prioritise the development of discipline-profession aligned skills and knowledge in his unit.

While the territory of Surrealist WIL does not explicitly foster discipline-profession ties, the potential benefits for students may in fact generate better and broader professional capabilities in their field because of the experience of looking through the wider lens of Surrealist WIL. The need for a wider lens to encourage real world problem solving was observed by Nobel Prize winning economist and sociologist, Gunnar Myrdal who stated that "problems do not come in disciplines," (Tarrant & Thiele, 2017, p. 356) and that academic specialisation can "hamstring scholars confronting complex challenges" (Tarrant & Thiele, 2017, p. 356). The Surrealist WIL Territory, as constructed here,

provides an opportunity for academics to explore interdisciplinarity so that the wicked challenges of real-world environments might be met by future professionals.

8.2.3. Pressure

There are consequences of universities being inappropriately resourced to provide support for students in WIL, especially those participating in placements. While the imperative to deliver job-ready graduates is increasing, the pressure applied on academics and the students undertaking WIL units can create mental health challenges and work overload scenarios (Wenham et al., 2020). Matthew's comment that *'nurses eat their young'* presents a colourful image of the hardships and challenges faced by student nurses on placements. While Matthew's case presented as though placement conditions were beyond his control in his academic role (as discussed in Chapter 6), as students are undertaking a university learning experience, a duty of care remains. This can complicate matters when academics do not have the reach or capabilities to assist students on placements. Academics reflected in eight survey responses that increased support with managing placements was required in the future.

Differing student capabilities can also create pressures for both the student, the academic and the employer. This was front of mind for two survey respondents, who felt that becoming job-ready was ultimately the responsibility of the student. The most important learning outcomes of WIL included *'the student understanding their own learnings and development needs as a result of the placement'* by one respondent, reflecting the need for the student to be, or become through engagement with WIL, a self-directed learner. Another survey respondent suggested that the experience needed to be '*sufficiently challenging for the student to develop professional learnings, yet not so challenging that the student is overwhelmed'*, identifying a need to *'balance the challenge level . . . to each individual student's needs relative to their previous experience'*. However, meeting the individual needs of students during placements was acknowledged as creating significant workload issues by Lisa and

Susan as they attempted to monitor and support their students on placements, particularly those who required additional support, such as in Susan's case (as discussed in Chapter 6).

In efforts to resource WIL programs effectively and efficiently, some universities have turned to a *'one size fits all'* strategy. One survey respondent suggested that *'a change in program marketing from a central based "one size fits all" to targeted and integrated relationships with industry'* was required. The *'one size fits all'* strategy has been criticised for its lack of consideration of developmental requirements of students and a lack of understanding of the benefits of programs and services offered by higher education providers (Saxon, 2013). MacPhail (interviewed by Saxon, 2013, p. 14) elaborated:

> *Do colleges really assess the needs of students and evaluate their resources and organizational culture to make sure that they are equitable and balanced and not just based on some arbitrarily, one-size-fits-all mentality? Is there evidence to prove that there is a need for offered programs and services? How does the college measure its capacity to deal with the needs of students and provide services to address those needs?*

MacPhail's questions are relevant within WIL contexts in Australian universities. In depth evaluation of educational programs is required if they are to be adequately resourced, and capable of meeting the needs of the students and industry stakeholders. While whole of university approaches to administering WIL may be resource effective, the responsibility of ensuring the students are capable of coping during their WIL experiences, particularly while on placements, are likely to remain with the academics prior to their placements, and with the employer during their placements. The risks involved, including the legal implications of students learning outside of the university (Cameron, 2019), are likely to be exacerbated if a *'one size fits all'* approach to WIL placements is used.

Academics also felt pressure managing the legal environment regarding the Fair Work Act, the legislation that guides work practices in Australia. When students undertake a placement, they could be at risk of forming an employment relationship, which would require payment by law (Fair Work

Act, 2020). All respondents to the survey except one noted that placements in their WIL units were unpaid (see Appendix 6, Question 6). Two survey responses mentioned employer perceptions of *'free labour'*, with one noting *'quality internships/placements that are not exploitative of the student'* were required. One survey respondent suggested that increased knowledge and understanding of the Fair Work Act for employers was required for their work in WIL to be better supported in the future. This suggests that poor management of placements could have legal implications for the universities, organisations and individuals involved.

8.2.4. Is there a problem with placements?

The data that has informed this theme has revealed potential problems with placements. Seventy-one percent of the survey respondents used the term 'placement' to refer to WIL in their units and courses, suggesting the terms 'WIL' and 'placement' are interchangeable in some cases (See Chapter 5 Part A). However, this idea that placements are imperative in WIL for students to become job-ready has been challenged by some academics in this study, and pressures associated with managing employers and students during placements have been noted. The Surrealist WIL Territory has potential to counteract some of the risks involved with placements, especially by supporting innovative forms of WIL, such as projects and problem-solving initiatives that can be managed in teams of students in an off-site capacity. The intention of Surrealist WIL is to evolve beyond the disciplinary boundaries and become better suited to *'real world'* scenarios that are more complex, complicated and multi-dimensional in nature. While the participants have not described such an approach to WIL in this study, their voices have clearly indicated a gap in their experiences where Surrealist WIL might evolve. An example of Surrealist WIL in practice, identified from the international WIL literature, is explored further below.

8.3. Surrealist WIL in action

Two examples from the literature illustrate Surrealist WIL in action. These examples are from the technical University of Denmark and the University of Technology Sydney. These examples

demonstrate how university programs can be constructed that address problems in industry contexts with transdisciplinary problem solving and learning in mind.

8.3.1 Technical University of Denmark

An example of Surrealist WIL in action can be found at the Technical University of Denmark (DTU) in their Design and Innovation Engineering program (Jørgensen et al. 2011; Juhl & Buch, 2019). This program evolved in response to critics of engineering education approaches and its "emphasis on science and knowledge structured around technical disciplines" which resulted in the emergence of "highly technically skilled, specialised cooperative workers rather than innovative and creative engineers" required by society (Jørgensen et al., 2011, p. 2). This, together with the consequences of the increased frequency of controversial engineering projects such as highway planning, chemicals in agriculture, nuclear power plants and the social impacts of automation (Jørgensen et al., 2011, p. 5) drew attention to the need for a "humanistic" approach to the curriculum through inclusion of subjects such as ethics, history and philosophy. The intent was to expose engineering students to alternate perspectives on engineering, technology and the consequences of development so they might be better equipped to meet the challenges of technology in society (Jørgensen et al., 2011, p. 5). However, the result was a tack-on of subjects that were not properly integrated within the curriculum and contributed to increased disciplinary congestion within the engineering education program. While assumptions about problem-solving through disciplinary knowledge have underpinned engineering education, questions have arisen as to "whether engineers are competent in handling the social implication of complex technologies" and are able to contribute where problems are undefined or ill-defined where solutions depend upon new ways of combining knowledge (Jørgensen et al., 2011, p. 6).

To meet these challenges, a new engineering education program was designed involving a three-year bachelor qualification plus a two-year master qualification that represented a "fundamental rethink of engineering education." The curriculum was designed to reflect the competencies and skills from both industry and society required by engineers in the era of globalisation. Emphasising

design and innovation, the new curriculum was quickly recognised by university administrators as a having a student recruitment advantage, attracting more than fifty percent of its students "from groups who explicitly would not have sought admittance to engineering programs" and attracting "almost as many female as male students" (Jørgensen et al., 2011, p. 7).

Curriculum in this project-based program emphasised innovation, problem solving and interdisciplinary learning and application in "cooperation with companies and other actors in society" (Jørgensen et al., 2011, p. 2). Contentiously, the program integrated content from the social sciences as a core element in the program, disrupting "the distinguished and tradition-bound engineering institution" (Juhl & Buch, 2019, p. 807). A new type of "holistic knowledge" evolved from this program because of its interdisciplinary design, an approach to innovation that emphasised improvements of "in-use practices" rather than economic and market-based interpretations of innovation, and a collaborative approach to curriculum design (Juhl & Buch, 2019, p. 810). Central to this was the inclusion of three sets of competencies, outlined in the figure below (adapted from Jørgensen et al., 2011, p. 8).

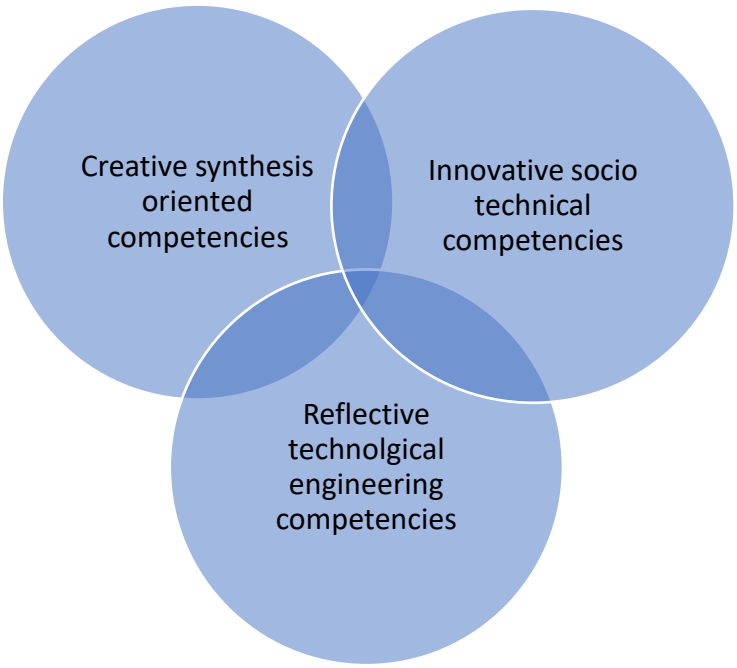

Figure 15: The interdisciplinary approach of the design and innovation engineering program

These competencies reflect the fundamentals of the design and innovation program at DTU as much as mathematics has informed engineering education in the past. In order to achieve these competencies, a “chain of projects with a progression of challenges” were developed as a curricula “spine” requiring a “learning by doing” approach to attaining various dimensions of knowledge, skills and competencies through “a structured learning sequence emphasizing elements of practice” (Jørgensen et al., 2011, p. 9). The combining of disciplines, together with the lenses of the three competencies outlined above, and the emphasis on contextualised learning, provided a space for revolutionising approaches to science and technology by interweaving social behaviour concepts with learning about material phenomena (Jørgensen et al., 2011, p. 8). This program aimed to develop graduate competencies enabling work in a diverse range of situations by combining different discipline knowledge sets and professional specialisations.

8.3.2 University of Technology Sydney

An Australian example of Surrealist WIL in action can be found at the University of Technology Sydney (UTS) in the Bachelor of Creative Intelligence and Innovation (BCII) (Baumber et al., 2020). This program was developed to offer students and academics from different disciplines an opportunity to work in transdisciplinary environments as an extension from, and in addition to, their disciplinary focus. While the BCII is considered a double degree, the structure differs from the bi-disciplinary approach to double-degree programming by emphasising transdisciplinary contexts, their challenges and how students and academics can work together to address them. Intensive BCII subjects are interwoven with the students’ specialisation (in business, science or communications for example) in their first three years of study, before a fourth year provides an intensive transdisciplinary learning approach “based on addressing complex real-world challenges through collaboration and mutual learning across disciplines and with a variety of industry, government and community partners” (Baumber et al., 2020, p. 398).

The BCII has its roots in participatory design, drawing on the background and expertise of one of the four academics involved in its development (Baumber et al., 2020). This approach aligns with the example of DTU as explained in section 8.3.1, as it was originally used in Scandinavia in the 1980s "in the context of designing new technologies and systems for the workplace" (Baumber et al., 2020). The three other academics involved have backgrounds in the fields of higher education, natural resource management and socially engaged art. To share their own perspectives of co-creating curriculum, these academics reflected individually before coming together to consider each other's perceptions. They found that their transdisciplinary examination of their collective views "brought into focus the common histories that connect across these disciplinary domains" (Baumber et al., 2020, p. 404). They also found that the frameworks and models that they had assumed to be embedded in their specialised disciplinary areas were useful in transdisciplinary contexts and assisted in revealing gaps within their disciplinary specialisations where important concepts had been overlooked (Baumber et al., 2020).

From this platform of co-creation between academics, the inaugural fourth year students were invited to collaborate. The involvement of the students enabled a double-loop learning approach to be applied to "evaluate the assumptions and values that underpin existing rules, strategies and norms, rather than focusing solely on increasing the efficiency of (academics') strategies" (Baumber et al., 2021). This focus, together with reflexive strategies that underpin curriculum co-creation practice (Polk & Knuttson, 2008), enabled the academics facilitating and developing the BCII to engage students in co-creation of the curriculum (Baumber et al. 2020; Bovill & Woolmer, 2019).

This resulted in a transdisciplinary program where the timing of learning and industry partner project work practices were refined through collaboration (Baumber et al., 2020). This approach has potential to guide future collaborations amongst university staff and students, and potentially industry and community partners (Baumber et al., 2020). Benefits include enhancing both students' and academics' capabilities to consider the complexities and particularities of specific contexts "by

drawing on multiple sources of knowledge" to facilitate "evolving, collaborative, reciprocal (and) context-specific" transdisciplinary understanding (Baumber et al. 202, p. 407).

8.3.3 Academic Work in Surrealist WIL Territories

These examples capture a context where academics have challenged dominant cultures in their fields of expertise "to construct new pedagogical borders where difference becomes the intersection of new forms of culture and identity" (Giroux, 2007, p. 193). They show how knowledge can "seep into the cracks" (Hämäläinen & Truet, 2011, p. 351) between disciplines, industries and professions to the benefit of those involved in the interdisciplinary WIL borderlands. This example demonstrates how academics can disrupt the status quo of discipline dominant education through Surrealist WIL to reveal new education-industry opportunities for students through universities.

8.4. Surrealist WIL tribal characteristics

This section of this chapter is developmental, evolving from an analysis of the experiences explained in Juhl and Buch, (2019), Jørgensen et al. (2011) and Baumber et al. (2020) and from an understanding of other academic work in Realist and Impressionist Territories. While further research is required to determine if these characteristics are held by academics engaged in Surrealist WIL work, the figure below provides a starting point from which this type of tribe might become better known.

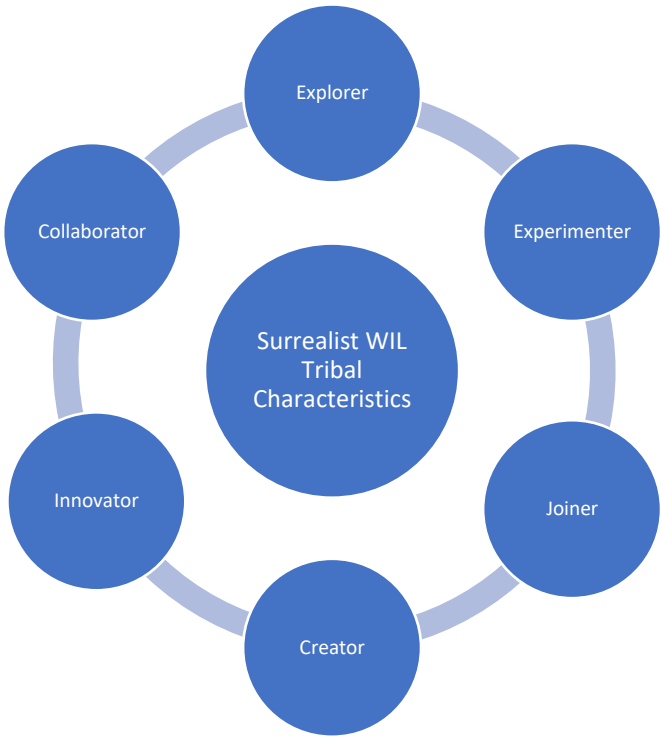

Figure 16: Surrealist WIL Academic Tribal Characteristics

Surrealist WIL academics require an in-depth understanding of their disciplines and associated professions and an open mind, as they are required to mobilise their knowledge to support students in foreign, strange settings. Academics in this territory harness creativity, and enjoy being challenged outside of their comfort zone, and are nomadic in nature, happy to wander away from their tribe. Collaboration across industries, professions and disciplines is central to work in Surrealist WIL, therefore the desire to communicate with others, and open engagements in unfamiliar work contexts is critical. Academics in this territory should have a sense of adventure, and be willing to experiment with their knowledge, and invite students to join them so they can learn, innovate and explore together. Surrealist WIL Territories have distinctive boundaries, but they do not restrict movement. The goal of exploring these territories is not to apply knowledge as it is intended within a discipline-profession alignment, but to challenge disciplinary expertise by applying it to new spaces, where new knowledge is developed in and with collaborative, collegial communities.

8.5. Summary

This chapter has reasoned the likelihood of a third WIL Territory: Surrealist WIL. While the participants of this study did not report direct experience of this territory, their perceptions alluded to a need to explore beyond the known Realist and Impressionist Territories of WIL to meet the needs of the increasingly dynamic worlds of work served by universities through the provision of employable graduates. This borderland territory spans disciplines in the worlds of learning and professions in the worlds of work but is led by the needs of the worlds of work. The alignment between discipline and profession is not critical, as the critical learning outcome in this territory is problem solving through innovative application of knowledge. Academics working in a future Surrealist WIL Territory are likely favour entrepreneurial approaches and are required to be capable and comfortable in unlikely professional settings.

Chapter 9: Discussion

9. Reframing WIL: working out a wicked problem

Two research questions were asked in this study: *How do Australian academics experience Work Integrated Learning?* And: *What are the perceptions of academics about the future of WIL?* This study has found that two territories of WIL have been experienced by Australian WIL academics, and that a third is likely to be in existence, one that should be further developed in the future. These territories provide significant depth of description and detail that contributes to an enhanced understanding of the way that WIL is enacted in Australian universities, and especially the distinctive and the shared challenges faced by academics in each territory. By contextualising academic work from the perspectives of academic participants, the intentions of each WIL territory can be understood, thereby providing a platform for informed academic work in these spaces. Reframing WIL as Realist, Impressionist and Surrealist territories draws upon interdisciplinary perspectives of the benefits and challenges of working in WIL. Based on these perspectives, a rationale is proposed in this chapter as to how WIL's wicked problems might be worked out.

9.1. WIL in the borderlands: exploring Realist, Impressionist and Surrealist territories of WIL

In the WIL borderlands, three territories visualise and conceptualise the differences between curriculum intentions and outcomes. The next section explains how academics work in each of these three territories.

The territory most commonly experienced in this study was the Realist WIL territory. Within the WIL borderlands, academics that inhabit or visit this territory of WIL mobilise:

> *Intentionally designed curriculum utilising on-campus and workplace learning activities and experiences to support the development of skills and competencies recognised across disciplines and professions.*

This type of WIL is the most recognised, and most represented in the extant literature. It involves complex, tightly administered and regulated relationships between its many stakeholders: disciplines, professions, administrators, accrediting bodies and students.

This territory draws on the learning familiar to the Master and Apprentice experience, one where practical knowledge is garnered through practice in the situational context of a profession (Lave & Wegner, 1991). This territory is characterised by a critical tension between attainment of knowledge (situated in disciplines and developed through critical inquiry) and confidence in action (situated in a professional context and demonstrated through practical skills) (Molander, 1992). This tension represents a dilemma for academics especially in aligning and sequencing the attainment of knowledge, skills and competencies required cooperatively with employers. Molander (1992, p. 15, emphasis in original) explains:

> In every profession, and every branch of knowledge, one gives and takes *advice*, doubts and uncertainties occur where *reasons* must be found for doing one thing rather than another, and there is thus a need for *discussion* and *argumentation*.

In the Realist WIL Territory, academics from university disciplines work with the professions their disciplines serve, and the relevant accrediting bodies, to ensure that students have been properly advised in the process of becoming professional, and that their outcomes are reasoned in the professional context. In Realist WIL, discussion and argument occurs between the discipline, profession and administration silos to ensure the standards and requirements of professions in 'the real world' are being met.

The second territory experienced by academics in this study is the Impressionist WIL Territory. This borderlands territory requires that academics work with:

> *Intentionally designed curriculum utilising on-campus and workplace learning activities and experiences to develop generic, transferable skills and graduate employability in a stand-alone unit.*

This type of WIL is interdisciplinary, and not aligned with a specific profession. Academics experiencing this territory emphasise pragmatic, career development learning in their curriculum and aim to enhance graduate employability through an experience with the worlds of work. Academics work closely with students in this territory, but their involvement with other stakeholders is minimal.

The Impressionist Territory of WIL draws on guided discovery learning strategies where learners have more independent control of their learning activity (Mayer, 2004) and can apply their knowledge, skills and competencies during the process of exploring the worlds of work in its various forms. The academics in this Territory focus the learning intentions of the curriculum (Mayer, 2004) to guide the student to learn about career development and, in their interactions with the worlds of work, develop and practice generic, transferable skills that will assist them across various industries and professions.

Challenges for academics in this territory arose in relation to lack of recognition of disciplinary expertise against the learning intention of developing generic skills and career development knowledge. These findings support similar studies of academic identity in teaching units that are disconnected from the disciplines, such as teaching research methodologies (Daniel, 2018). The identity of academics teaching research methodologies, regardless of discipline, were found to be "interdisciplinary, fragmented and contested" (Daniel, 2018, p. 559). It was also found that academics took a more generic and pragmatic approach to curriculum design in research methodology units, in a similar way to academics experiencing Impressionist WIL, and that these types of units were "handed to those who are willing" (Daniel, 2018, p. 559), similar to the 'gifting' of Impressionist WIL units reported in this chapter. Professional development for academics teaching research methodologies were also found lacking in Daniel's (2018, p. 559) study, but this requirement was identified as a critical future focus so that a community of practice could be built as a support mechanism for these academics, and to "advance the status of the subject." These

similarities between the experiences of academics in Impressionist WIL units, and the experiences of academics in other teaching positions disconnected from the disciplines, suggest that these 'invisible' worlds of academic work, such as experienced by these WIL academics, require further exploration.

The third (emerging and developmental) territory of WIL, Surrealist WIL, has been constructed on the basis of academic perceptions of the future, and has evolved by addressing questions of WIL's meaning and purpose in universities. Academics venturing into this territory of the WIL borderlands are likely to facilitate:

> *Intentionally designed interdisciplinary curriculum utilising on-campus and workplace learning activities and experiences that aims to address real-world problems of organisations, industries and communities.*

This type of WIL as experienced in Australian universities has been glimpsed through this study, described by academics as an alternative approach required to meet the demands of organisations, industries and communities grappling with real-world problems, and the demands of students who are required to be ready for this type of work in their futures. Further research is required to ascertain the incidence of academic experience in this type of WIL, and the subsequent nature of their work, to further understand what Australian WIL curriculum might look like from within this territory.

However, the *need* for the Surrealist WIL Territory can be argued with the help of Biesta (2009) in his interpretation of the pragmatic philosophies of John Dewey (1972-1985). Biesta (2009, p. 35) suggests that Dewey's pragmatism offers a way forward "for dealing with the problems that characterise our global condition . . . problems that have to do with intercultural, interethnic . . . and interreligious communication and understanding." These problems are wicked problems, complex and ill-formed, defying definition, poorly situated for disciplinary examination from university silos. While Dewey maintained that the domain of knowledge and the domain of action

are intimately connected, problems emerge where knowledge is considered "the measure of reality" and therefore practical, aesthetic, ethical aspects can "only be validated if reduced to and validated by what is revealed by knowledge" (Biesta, 2009, p. 36). This presents a problem for disciplines that seek to determine application of disciplinary knowledge in work contexts, because compatibility between knowledge (discipline) and reality (professions and the worlds of work) is required. Prioritising disciplinary knowledge ensures that "the measure of reality" can only be determined through the disciplinary lens.

In Surrealist WIL, however, the *'real world'* problems should be prioritised. The predetermined and highly regulated disciplinary knowledge preferenced through the sequencing and scaffolding in Realist WIL does not apply to this territory. Dewey's problem with the claim that knowledge (as generated by scientific inquiry) reflects the world as it really is, represents a crisis of culture, a contradiction between what is known and what is experienced (Biesta, 2009). Dewey (cited in Biesta, 2009, p. 39) writes:

> [T]he notion which has ruled philosophy ever since the time of the Greeks, [is] that the office of knowledge is to uncover the antecedently real, rather than, as in the case with our practical judgments, to gain the kind of understanding which is necessary to deal with the problems as they arise.

The opportunity to address problems of the modern organisation, industry or community as they arise in context can be made available for students if Surrealist WIL characteristics can be mobilised. Dewey's pragmatic philosophy of learning through action can be served well in this territory by placing the *'real world'* phenomenon or problem foremost in students' minds. The act of then applying knowledge (or generating new knowledge) to address the problem is then not predetermined by disciplinary rules, but open to interpretation, enabling new opportunities for learning and for innovative practice to be realised and recognised.

The complicated nature of WIL has been revealed through the in-depth exploration of academic work in this specialised, yet ill-defined curriculum. Academics have reported the simultaneous experience of being (dis)connected from the disciplines in which their work is situated. The nature of WIL, in all its forms, requires movement between academic worlds and the worlds of work for those who facilitate it. WIL academics are, therefore, in a collectively unique position, as their WIL work is different from other academic duties of teaching, research, scholarship and service. For individual academics, WIL experiences are highly contextual, influenced by their disciplinary expertise, their prior professions and their perceptions of the purpose of a university education. WIL weaves a wicked path for academics within the organisations and machinations of universities because its complexity, its *'many moving parts'* (see 6.4) are ripe for misinterpretation and misunderstanding by those who have not experienced it. Hence, academics' voices are vital in clarifying the meanings and purposes of WIL that are essential to resolving its wickedness.

9.2. Wicked WIL

This study has revealed that WIL is a wicked problem for academics, and for universities trying to meet the employability imperative demanded by its critical stakeholders. While the findings of this research have gone some way to providing an insight into WIL academic work in Australian university contexts, the over-arching complexity of enacting WIL remains. WIL can be perceived as a wicked problem for academics and universities because the preconceived notion that WIL provides a 'silver bullet' to the employable graduate problem is flawed.

The assumed relationships between 'WIL' and 'employability' are simplistic, not recognising the various intentions of WIL curriculum or the various facets of what constitutes employability. The work to develop 'job-ready graduates' is multi-faceted, and dependent not only on the academics, but on the employers, administrators, accrediting bodies, policy makers and the capabilities of the students. This contributes to a socially messy scenario that appears ill-structured and dynamically complex (Batie, 2008, p. 1176) that defies lineal reasoning and instead relies on "elusive political

judgement for resolution" (Rittel & Webber, 1973, p. 160). Batie asserts (2008, p. 1180) that "the 'silo' nature of the disciplinary approach" is an inadequate approach to solving a wicked problem, as appears to be the case for academics working in WIL.

In an effort to reason the wickedness of WIL, the next section draws on three of the ten propositions of the wicked problem[9], as proposed in the work of Rittel and Webber (1973, p. 161-167). The following section explains why WIL has been a wicked problem for academics and for universities, and how increased understanding of the territories of WIL can help resolve it.

There is no definitive formulation of a wicked problem (Rittel & Webber, 1973, p. 161). Defining WIL (see 2.2.2), asserting its purpose (see 8.3.1) and articulating a rationale for its inclusion in curricula was found to be problematic in this study. Contributing to problems of definition, purpose and rationale, are the employability drivers that 'reason' inclusion of WIL in university curriculum. While disciplinary and professional interpretations of the success and challenges of WIL programs are reported in the literature, and by the participants in this research, articulating exactly how WIL generates 'the job-ready graduate' is problematic. This appears to stem from problems with definitions of WIL, as well as definitions of 'employability' and 'the job-ready graduate'. Through the findings of this research new ways of understanding WIL in line with its learning intentions have been constructed.

Every wicked problem can be considered to be a symptom of another problem (Rittel & Webber, 1973, p. 165). Academics in this study identified that the *'many moving parts'* of WIL created complications in their work. Examples of these included student-supervisor fit for placements (Greta, Susan & Matthew in 6.3), working with accrediting bodies (Kate in 6.5.1), working across disciplines (Victoria in 7.4), whole of university approaches to administering WIL (Lisa & Susan in 6.5.1) and access issues to employers (Charles in 8.3.1). These examples highlight the complicated nature of WIL, but also identify that WIL is influenced by many different stakeholders (see 1.2) with differing

[9] An analysis of all ten wicked problem characteristics can be found in Appendix 9

power and influence across the WIL Territories. The shared experiences of these academics also indicate the dynamic, fluctuating nature of challenges in WIL. The stories woven through this study suggest that decisions about one stakeholder can create a 'domino effect' for other stakeholders in WIL. Lisa clearly articulated this in her complaints about not being involved in policy renewal at her University (See 6.5.1). Her experience demonstrated that the impact of changing administering responsibilities for student placements in a closely monitored and jointly supervised embedded WIL degree has serious and far-reaching consequences for academics, industry-based supervisors and university-based supervisors, the placement providers and the students. This example typifies the wicked nature of WIL for academics, where one problem 'solved' is another created. The Realist, Impressionist and Surrealist territories of WIL clarify the intention of the curriculum by identifying the critical stakeholders in each of its forms. While this does not resolve the contagious nature of problems in WIL, clarity about the nature of relationships between critical stakeholders in each of the territories of WIL can inform academics in their work.

The planner has no right to be wrong (Rittel & Webber, 1973, p. 166). Policy drivers critically influence how WIL is enacted in Australian universities. The responsibility, accountability and liability for these changes originate with the Australian Government, however as their implementation takes hold, the responsibility is distributed. The academic is ultimately responsible for enacting the WIL curriculum with a required outcome of generating 'job-ready graduates.' However, the student is ultimately responsible for attaining employability, and employers are responsible for accepting, or dismissing graduates as meeting the standards and requirements of their industries and professions. Accrediting bodies also have responsibilities to monitor WIL activities, administer approvals, and find consensus between disciplines and professions in Realist WIL Territories. While the planner, the Australian Government, has mandated for 'job-ready graduates' in their recent legislation changes (see 2.3), the consequences of this reform in a sector already under strain from the stressors and unprecedented change triggered by the COVID-19 pandemic, and on the stakeholders involved, is significant. Assessing how universities meet this mandate goes to the first wicked problem of

definition, purpose and rationale, and to the second wicked problem of a problem solved for one stakeholder generating problems for another. Meeting the mandate of this policy change will increase and further complicate the wickedness of WIL for academics in Australian universities. Enhanced understanding of the purpose and meanings of WIL in universities and understanding the benefits and challenges for stakeholders in context will assist in mobilising these policy reforms in practice. This in turn can assist academics charged with enacting WIL to work out wicked problems they experience.

9.3. WIL academic work

This study has found that WIL academics are critical in developing and guiding students' professional futures. It reveals the significance of academic knowledge of professional pathways (Realist WIL), the need for knowledge of career development strategies (Impressionist WIL) and willingness to work in innovative learning, teaching and work environments (Surrealist WIL). The complex territories of WIL as understood through an in-depth exploration of academic interactions between discipline and profession demonstrate the boundary spanning nature of WIL work and reveal the complicated nature of transitioning students through it.

Academics play an important role in mobilising transitions from being expert students to novice professionals (Reid et al., 2008). However, this is not a one-way relationship, with the student as primary beneficiary. Dahlgren and Scanlon (2011, p. 76) suggests there is a "mutual interplay between the institutions of higher education and the students and teachers that populate them." In the WIL borderlands, academics (and students) are required to move beyond this mutual interplay within the university to engaging with organisations and professionals in the wider worlds of work. This contributes to further complexity in an already complicated higher education environment and draws into focus the significance of relationships. The impact of education on people is revealed through WIL as students demonstrate their competencies through engagement with workspaces and

work practices, but the impact of people on education is also felt, especially in WIL involving industry-based supervisors facilitating students on placements.

The work of WIL academics has an important impact upon the student and their futures. Their involvement is critical, but not singular in its effort. Students undertake a journey in WIL that is supported by many, but without the involvement of academics, and administrators, industry supervisors and the supporting machinations of the universities, it is unlikely that a transition would be possible. Dahlgren and Scanlon (2011, p. 79) suggests that there is no "natural identity" that can be bestowed upon others, and that "the creation of identity is individual," and under "constant challenge." In this sense, the academic is not all powerful in shaping students or their futures, which was reflected by the participants in this study.

Preparing professionals is fraught with complicated scenarios both within the university, as academics stretch to manage the workloads of WIL, and beyond the university, influenced by policy and the shifting demands of global, agile, susceptible workspaces. Hence, academics adopted multiple work-personas captured in the tribal characteristics of each territory, emerging as mediators, negotiators and explorers. The multiple work-personas required of WIL academics call into question the simplicity with which WIL has been previously perceived and the assumptions that have underpinned its practice. Academic-student engagement in WIL is not transactional: WIL offers no simple solution to the 'job-ready graduate'. Academics work in complex borderlands so that students may become better equipped for the worlds of work available to them. This study has revealed that different academic characteristics are required to support learning in each territory of the WIL borderlands. None of these roles are straightforward, all are underpinned by complex knowledge-attribute relationships and are contextually situated in, between, across or beyond disciplines and professions.

9.4. Summary

This research contributes to the literature about Academic Work in universities, and to Work Integrated Learning and Higher Education research, by increasing understanding about the role that academics play in developing and delivering WIL curricula in Australian universities. This knowledge has been constructed based on academics' experiences in their work, and their perceptions of future WIL, against the broader culture of the higher education sector, and has been interpreted as a wicked problem.

Academics' experiences of WIL were shaped by transitions in the borderlands between disciplines and professions, and between the worlds of learning and the worlds of work. Currently, Australia is encountering challenges in preparing job-ready graduates, at a time of skills shortage and funding cuts to the higher education sector. This study has revealed three ways in which academics work to prepare our future professionals. Therefore, their voices deserve to be heard, and their expertise acknowledged and valued.

Chapter 10: Conclusion

10. Future applications of the artistic interpretation of WIL

This final chapter synthesizes the findings presented in this study and highlights their significance against the backdrop of a challenged higher education sector in a tumultuous global environment. With so much uncertainty and unrest prevailing in recent times, contributions to knowledge that enhance the understanding of wicked problems is pertinent. In this study, contributions are made in areas of interdisciplinary academic work in WIL; recruitment, selection and professional development of academics engaging with WIL, and innovative and emerging WIL practices.

These contributions reflect the complicated work that academics undertake in the WIL borderlands. Academics grappled with tensions between a measured and monitored Higher Education culture that values employability outcomes, and their focus on fostering expert, in depth knowledge in their disciplinary areas. It was revealed that academics negotiate and mediate their way between disciplines and professions to provide pathways for students' transitions between education and industry. Their experiences reflect the unsettled balance between education and employability imperatives that influence academic work in universities and provide deep insights into how they manipulate curricula to fit diverse environments to achieve the required result.

This research has provided an insight into the work undertaken by WIL academics by reframing WIL curricula according to its intentions, and by characterising WIL academic tribes that inhabit or visit the WIL borderlands. The territories constructed in this research are interdisciplinary, and therefore allow for enhanced communication and collaboration between disciplines and provide a platform for informed interaction amongst academics charged with mobilising WIL curricula in Australian universities.

10.1. Contributions to knowledge

Realist, Impressionist and Surrealist WIL territories provide contexts through which the enactment of WIL can be examined. The re-framing of WIL through these conceptual lenses was enabled by the rich description provided by academics about their WIL work, and their perceptions of WIL for the future. The findings of this study reveal that WIL is a wicked problem for academics (and the universities in which they work), a problem that stems from a kaleidoscope of views of those involved, made more complex by the myriad trade-offs and compromises associated with solving them (Batie, 2008). However, the territories, and associated tribal characteristics of academics who work there, may assist in making WIL less wicked for academics and university administrators in the future. Three key contributions to knowledge have been determined in reflecting on this research.

10.1.1. An interdisciplinary interpretation of WIL academic work

The purpose of WIL can be reframed across disciplines through the three territories outlined in this research. The benefits of this include sharpening curricula development for future enactments on the basis of the intention of learning required, whether it be tightly established discipline-profession relationships as experienced in Realist WIL or, for example, the development of graduate attributes highly sought after in a range of industries, as experienced in Impressionist WIL. The phenomenon of WIL is unlikely to decrease in the current higher education sector, therefore new ways of sharing knowledge across disciplinary boundaries about the enactment of WIL examined in this research serve to inform current and future practices in WIL.

The demands of the Australian government as revealed in their recent policy changes (see 2.3 and 9.1), suggests that future iterations of Work Integrated Learning will be required in Australian universities. The results of engaging in WIL are now more important than ever, as the impetus for student job-readiness increases. Insights from academics about their work in WIL have highlighted a transferability of knowledge and experiences particular to WIL curricula that extends across disciplines. The Realist, Impressionist and Surrealist WIL Territories capture the differences between

the intentions and benefits of WIL and provide a rationale for WIL in different contexts beyond disciplinary silos. Greater understanding of this work by academics, administrators and leaders within Australian universities can potentially improve WIL outcomes for stakeholders as a result. These conceptual lenses provide clarity about the work undertaken by academics so that universities and industries can develop a shared understanding about WIL and its outcomes.

10.1.2. Structure for WIL academic recruitment, selection and professional development

Universities that embrace WIL curricula approaches can mobilise this reframed interpretation of WIL to meet organisational needs, particularly in view of the tribal characteristics noted in each territory (see 6.6; 7.5 and 8.5). The tribal characteristics highlight key characteristics and capabilities required by WIL academics dependent on the WIL territory in which they work. These insights are particularly useful when recruiting and selecting new WIL academics, as the capabilities required by each tribe is distinctly different. Some of WIL's wicked problems experienced by academics in this study may have arisen due to the mismatch between tribal characteristics of the WIL academic and the territory in which they were working, such as was the case for Victoria (see Chapter 7). Specialised skills (not necessarily disciplinary skills) are required for each of the Realist, Impressionist and Surrealist WIL Territories. Job satisfaction of academics can be enhanced if appropriate matches between tribe and territory are made.

Participants in this research expressed a desire to learn from each other to enhance their own practice in WIL. By considering WIL work through the three WIL Territories presented in this study, WIL tribes that group WIL academic practices have been conceptualised. Extending disciplinary boundaries and recognising commonalities in academic work across disciplines provides an opportunity for shared professional development experiences. The potential for enhanced and improved practices through cross-pollination opportunities during professional development experiences is a critical outcome of conceptualising WIL through the frame of tribes and territories.

10.1.3. An insight into the potential of Surrealist WIL

The Surrealist WIL Territory as a future, developmental conceptualisation of WIL curriculum and WIL academic work, presents an opportunity to innovate through curriculum to address real-world problems. The increasing impetus for universities to work more closely with industry suggests that a curriculum that emphasises problem solving and innovation in practice, to the benefit of both employers and students, may be welcomed. While the example used to portray Surrealist WIL in Chapter 8 (see 8.4) was drawn from an international higher education context, recent research undertaken by Kay et al. (2019) summarised emerging models of WIL which may benefit from Surrealist conceptualisations. Surrealist WIL provides an opportunity to explore new models of WIL beyond the existing practices of Realist and Impressionist WIL approaches in Australian universities.

These applications all recognise the significance of WIL as a curricula approach that is worthwhile. However, questions that arose regarding the purpose of WIL revealed that academics are working with a wicked problem when they are charged with facilitating WIL. Whether managing the administration and risk factors associated with intensive placement activities in Realist WIL Territories, supporting students from multiple disciplines in Impressionist WIL Territories or pushing the boundaries of disciplinary knowledge in Surrealist WIL territories, the work of academics in the WIL borderlands is far from straightforward.

10.2. Limitations of the research

This research has been conducted in the Australian university context, and the methodology employed aimed to explore the perceptions and experiences of WIL academics in this context. While generalisation was not the intention of this research, it has been found that commonalities exist across the participants' disciplines, and the professions they serve. This suggests that further in-depth exploration of academic experiences in other disciplines not represented in this research may contribute to the further development of the artistic interpretation of WIL or may indeed provide an additional WIL territory in practice that has not yet been recognised.

The outliers in this research were critical to the development of the themes: the territories of WIL introduced in this study. In this research the survey participants who questioned the purpose of WIL contributed to the development of the artistic conceptualisations of WIL Territories, especially the Surrealist WIL Territory. This may be considered a limitation of this research as the opportunity to further explore these statements made by the survey participants was not an option for those who did not opt into the interview. The opportunity to analyse the experiences of these participants in depth may have provided alternate reasoning for their views than those constructed through this research. However, the interpretations of these findings reflect the explorative, interpretive nature of this constructivist qualitative research.

10.3. Future research

The phenomenon of WIL in Australian universities is unlikely to fade soon. However, the unexpected influence of the COVID-19 pandemic and its potentially transformative influence on the Australian Higher Education Sector and 21st century worlds of work presents a rare opportunity for renewal, and for exploration of academics' and employers' innovative responses to the crisis. Research in new methods of learning and teaching that address the development of graduate employability, especially those that are uncompromised in quality and able to be delivered remotely, would be pertinent. Research into the shifts in industry created by the pandemic, and any emerging effects of industry perspectives of employability, would also contribute to greater understanding of preparing professionals of the future.

WIL is challenging to define, and it is likely that the increasing dependence on remote learning and earning in current higher education and work contexts will raise important questions, once more, about what WIL is, and is not. The Realist, Impressionist and Surrealist Territories of WIL may be challenged by this current shift, however more research into how WIL is evolving under these circumstances can inform future conceptualisations of the enactment of WIL. The Surrealist Territory of WIL is clearly an opportunity for future research. It is likely that WIL approaches and models are

already in practice in Australian universities which would be ripe for research. Research into Surrealist WIL approaches may contribute to the literature on innovative WIL practices, and inform academics of alternative WIL practices that may better meet the requirements of industry. In this changing global higher education market, influenced by a global economy in flux, opportunities for new knowledge creation through higher education research should be sought.

10.4. Summary

This research has welcomed the voices of academics as key informants regarding the phenomenon of Work Integrated Learning in Australian universities. Previously, research in WIL has emphasised outcomes (such as employability), processes of curriculum (such as assessment design), and has been largely embedded within organisational contexts (such as a unit, a discipline or a program). This research has extended the view of WIL in Australian universities so that similarities and differences between enactments of WIL in the borderlands can be better understood. In doing this, the Realist, Impressionist and Surrealist Territories of WIL have been constructed to provide clarity around the meanings and purposes of WIL as a way of working towards resolutions of this wicked problem.

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Appendix 1[10]

Table 8: Literature matrix

Phase 1: WIL definitions and origins		
Reference	***Context***	***Key words***
Oliver, B. (2015). Redefining Graduate Employability and Work-Integrated Learning: Proposals for Effective Higher Education in Disrupted Economies. *Journal of Teaching and Learning for Graduate Employability, 6*(1), 56-65.	Considers WIL in Australian higher education against the backdrop of digital disruption and technological change	Graduate employability, work-integrated learning, graduate employment, disruption, higher education
Patrick, C. J., Peach, D., Pocknee, C., Webb, F., Fletcher, M., & Pretto, G. (2008). *The WIL (work integrated learning) report: A national scoping study.* Australian Learning and Teaching Council (ALTC)	Report scoping WIL in Australian Higher Education funded by the Australian Learning and Teaching Council	Work Integrated Learning, Australian Higher Education, survey, report
Orell, J. (2011). *Good practice report: Work-integrated learning.* Australian Learning and Teaching Council (ALTC)	Report evaluating useful outcomes and good practices from ALTC projects and fellowships on work integrated learning (WIL)	Work-based learning; Best practice; Education work relationship; Employability; Work integrated learning
Henderson, A., & Trede, F. (2017). Strengthening Attainment of Student Learning Outcomes during Work-Integrated Learning: A Collaborative Governance Framework across Academia, Industry and Students. *Asia-Pacific Journal of Cooperative Education, 18*(1), 73-80.	Proposes a collaborative governance framework to manage WIL involving universities, industries and students	University, industry, student, collaborative governance, work-based learning, graduate, employability, capability

[10] For DOI and online access information please see the reference list.

Phase 1: WIL definitions and origins		
Reference	***Context***	***Key words***
Phillips, K. P. A. (2014). *Engaging employers in work integrated learning: current state and future priorities*. Report to the Department of Industry.	Report considering employer perspectives on WIL and the factors effecting engagement and participation in WIL	Employer participation; industry and profession engagement; participation benefits, barriers and enablers; value of WIL
Jackson, D. (2013). The Contribution of Work-Integrated Learning to Undergraduate Employability Skill Outcomes. *Asia-Pacific Journal of Cooperative Education, 14*(2), 99-115.	The role of WIL in enhancing undergraduate employability skills.	Work-integrated learning; Cooperative education; Employability; Skills; Undergraduate; Graduate
Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educational process.* University of Michigan.	Considers how people think through reflective activities and the implications for teachers, learners and the education process	Inductive and deductive logic, interpreting facts, concrete and abstract thinking, the roles of activity, language, and observation
Boud, D., Keogh, R., & Walker, D. (1985). *Reflection: Turning experience into learning*. Routledge.	Considers reflective practices as an active process of exploration and discovery that enhances understanding by drawing on students experiences and encouraging engagement in learning.	Reflection, engagement, engaged learning, experience, experiential learning
Boud, D., & Walker, D. (1990). Making the most of experience. *Studies in continuing education, 12*(2), 61-80.	An article emphasising how students learn through experience/ Learning should have intent and be interactive. Learning facilitators are required to notice and intervene for this to occur.	Learners, intent, experience, interaction, preparation, reflection
Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. Basic books.	An examination of five professions: engineering, architecture, management, psychotherapy, and town planning, that	Reflection, professions, professionals, professional practice, reflective thinking, creativity, decision making

Phase 1: WIL definitions and origins		
Reference	***Context***	***Key words***
	shows how professionals think and act through reflection.	
Moore, D. T. (2010). Forms and issues in experiential learning. *New Directions for Teaching & Learning*, *2010*(124), 3-13.	Examines the application of key theorists' philosophies to models of education used in universities that are described as experiential learning	Experiential learning, Higher education, teaching methods
Argyris, C., & Schön , D. A. (1974). *Theory in practice: Increasing professional effectiveness*. Jossey-bass.	Considers that professions are neither effective nor democratic in practice, and that learning to be a professional needs to be reconsidered in light of this.	Professions, professional behaviour, decision making, learning to be a professional, professional competencies
Kolb, A. Y., & Kolb, D. A. (2009). The learning way: Meta-cognitive aspects of experimental learning. *Simulation & Gaming, 40*(3), 297-327.	Outlines meta-cognitive strategies to help adults improve their learning	Experiential learning theory, games, Kolb Learning Style Inventory, learning self-identity, learning space, learning spiral, learning style, meta-cognition
Billett, S. (2011). *Curriculum and pedagogic bases for effectively integrating practice-based experiences.* Australian Learning and Teaching Council.	Positions the individual in the experiential learning process as a central influence on the richness of learning and highlights the importance of preparation for experiential learning.	Curriculum, pedagogy, sequencing, individual learning, experiential learning, preparation
Kolb, D. (1984). *Experiential learning: Experience as a source of learning and development*. Prentice Hall.	Builds on experiential learning theory from Dewey, Lewin and others to examine the underlying structures and psychology of experiential learning processes	Experiential learning, theory development, ELT framework, learning processes

Phase 2: WIL in Australian Universities		
Reference	***Description***	***Key words***
Kay, J., Ferns, S., Russell, L., Smith, J., & Winchester-Seeto, T. (2019). The Emerging Future: Innovative Models of Work-Integrated Learning. *International Journal of Work-Integrated Learning, 20*(4), 401-413.	Reports on a project designed to share innovative practice and emerging WIL models in Australian universities	New models of WIL, innovation, projects
Osborne, N., & Grant-Smith, D. (2017). Resisting the 'employability' doctrine through anarchist pedagogies & prefiguration. *Australian Universities' Review*, 59.	Positions the focus on employability in higher education against the reality of achieving employment upon graduation.	Unpaid work, employability, anarchist pedagogies, graduate employment, prefigurative politics, higher education
Universities Australia, 2014. *University/Business partnership to boost graduate employment.*	An agreement between UA, business groups and ACEN to deepen relationships between universities and industries to encourage employment and economic growth.	Partnerships, business university alliance, employability, work skills, productivity
Department of Education, Skills, and Employment, (2020). *Job-ready graduates: Higher education reforms.*	A recent policy announcement changing funding allocations to encourage university students to undertake degrees with strong employability prospects	Policy, employability, economic growth, funding
Department of Education, Skills, and Employment, (2020a). *More job-ready graduates from next year.*	Media release outlining details of the new legislation that was passed in cabinet on October 19th, 2020.	Policy, job-ready graduates, Australian legislation, university industry linkage
MacDonald, K., Cameron, C., Brimble, M., Freudenberg, B., & English, D. (2014). Realizing the professional within: The effect of work integrated learning. *Asia-Pacific Journal of Cooperative Education, 15*(2), 159-178.	Explores the development of professional skills and professional identities through WIL in the business school of an Australian university	Work-integrated learning, generic skills, career skills, professional identity, graduate attributes, work readiness
Jackson, D. (2017). Developing pre-professional identity in undergraduates through work-integrated learning. *Higher Education, 74*(5), 833-853.	Considers the impact of WIL in developing professional identities in undergraduate students at an Australian university	Pre-professional identity, Employability, Work-integrated learning, Identity Formation, Work placement, Reflection
Faulkner, M., Mahfuzul Aziz, S., Waye, V. & Smith, E. (2013). Exploring ways that ePortfolios can support the progressive development of graduate qualities and professional	Explores how e-portfolios enhances graduate capabilities and competencies	Graduate attributes, professional development, E-learning

Phase 2: WIL in Australian Universities		
Reference	***Description***	***Key words***
competencies. *Higher Education Research & Development, 32*(6), 871-887.	and encourage professional alignment in two disciplines in one Australian university	
Kalfa, S.L. (2015). Cultural capital in business higher education: reconsidering the graduate attributes movement and the focus on employability. *Studies in Higher Education, 40*(4), 580-595.	Explores the limitations of developing generic skills through higher education curriculum and proposes a framework to overcome the challenges identified.	Employability, graduate attributes, human capital, cultural capital, teamwork
Moreau, M.P. & Leathwood, C. (2006). Graduates' employment and the discourse of employability: a critical analysis. *Journal of Education and Work. 19*(4), 305-324.	A critical appraisal of the discourse of employability in higher education institutions from a historical perspective in the UK.	United Kingdom, employability, history, social class, equity, access, inclusion
Suleman, F. (2018). The employability skills of higher education graduates: Insights into conceptual frameworks and methodological options. *Higher Education, 76*(2), 263-278.	A literature review of studies that have incorporated notions of employability within a higher education context	Employability skills, employers' perspective, conceptual framework, methodological options
Yorke, M. (2004) Learning, curriculum and employability in higher education. *Routledge Falmer*.	A book that explores the employability imperatives of higher education against the backdrop of graduate unemployment	Employability, curriculum, job-ready graduates
Oliver, D., Freeman, B., Young, C., Yu, S. and Verma, G. (2014). *Employer satisfaction survey*. Report for the Department of Education.	Outcomes of a survey that examines graduate readiness to enter the workplace.	Graduate employment, employer satisfaction, employability, job-ready graduates
Arora, B. (2015). A Gramscian analysis of the employability agenda. *British Journal of Sociology of Education, 36*(4), 635-648.	Reflects on the power dynamics of modern higher education institutions working with the employability agenda	Employability, Gramsci, corporatisation, common sense
Australian Collaborative Education Network (2015). "Defining Cooperative Education", *Asia Pacific Journal of Cooperative Education*, 2015, p1.	A definition for work integrated learning provided by the Australian Collaborative Network	Work integrated learning, definition, Australia
The Foundation for Young Australians, (2017). *The New Work Order. Ensuring young Australians have skills and experience for the jobs of the future, not the past.* Report.	A summary of the types of work that young Australians will need to be ready for in the future	Job readiness, future work, young people, Australia

Phase 2: WIL in Australian Universities		
Reference	***Description***	***Key words***
Universities Australia, 2019. *Work Integrated Learning in Universities: Final Report.*	A report that surveys WIL in Australian universities	WIL engagement, WIL enactment, WIL participation, Australian universities
Zegwaard, K., & Rowe, A. (2019). Research-informed curriculum and advancing innovative practices in work-integrated learning. *International Journal of Work- Integrated Learning, 20*(4), 323-334.	Editorial for a special issue on innovative WIL curriculum and practices	Reflection, debriefing, T-shaped professionals, characterizations, graduate internships, innovative practice, employability
Guzmán-Valenzuela, C. (2018). Universities, knowledge and pedagogical configurations: Glimpsing the complex university. *Educational Philosophy and Theory, 50*(1), 5-17.	Explores the notion of a complex university that embraces diversity of practices and supports social transformations.	University, knowledge, research, pedagogical configurations, complex university
Rowe, P. (2015). Researchers' Reflections on What Is Missing from Work-Integrated Learning Research. *Asia-pacific Journal of Cooperative Education, 16*(2), 101-107.	Provides an insight into negative results and under-reported findings within the field of WIL research. Highlights the need to examine the work component of WIL in future research.	Reflection, researchers, workplace Learning, integrated activities, negative attitudes, research, industrial psychology, work experience, cooperative education

Phase 3: Academic experiences, perceptions, work and work contexts in Australian universities				
Reference	***Context***	***Participants***	***Research design***	***Key words***
Jackson, D. (2016). Deepening Industry Engagement with International Students Through Work-integrated Learning. *Australian Bulletin of Labour, 42*(1), 38-61 (Business, engineering IT)	5 Western Australian universities 3 disciplines	Students Academics Employers	Mixed methods Survey & Focus group	Multi-discipline (Business, IT, Engineering); international students; industry engagement; real world experiences; equity
Jackson, D., & Edgar, S. (2019). Encouraging students to draw on work experiences when articulating achievements and capabilities to enhance employability. *Australian Journal of Career Development, 28*(1), 39-50.	2 Australian universities 2 disciplines	Students Careers advisors	Mixed methods Survey & focus group	Business and Physiotherapy; self-awareness; professional competency; transferable skills; professional persona
Trede, F., & McEwen, C. (2015). Early workplace learning experiences: What are the pedagogical possibilities beyond retention and employability? *University, 69*(1), 19-32.	1 Regional Australian university 3 disciplines	Students	Mixed methods Questionnaire Semi structured interview	Multi-disciplinary (business, science, arts); First year; early placement; retention; career development; professional alignment; curricula design; sequencing
Robinson, R., Ruhanen, L., & Breakey, N. (2016). Tourism and hospitality internships: Influences on student career aspirations. *Current Issues in Tourism, 19*(6), 513-527.	1 Australian university 1 discipline	Students	Qualitative Semi-structured interviews	Tourism and Hospitality; internships; career development; professional alignment
Tuttle, N., & Horan, S. (2019). The effect of replacing 1 week of content teaching with an intensive simulation-based learning activity on physiotherapy student clinical placement performance. *Advances in Simulation, 4*(1), 14.	1 Australian university 1 discipline	Students	Quantitative Results analysis	Physiotherapy; assessment; simulation; placements; sequencing; curriculum

Phase 3: Academic experiences, perceptions, work and work contexts in Australian universities				
Reference	***Context***	***Participants***	***Research design***	***Key words***
Russell, K., & Coventry, T. (2019). Innovations in postgraduate work integrated learning within the perioperative nursing environment: A mixed method review. *ACORN, 32*(1), 27-31.	1 Australian university 1 program	Students	Mixed methods Survey & Focus group	Nursing; professional development; real world experiences; innovative curriculum; innovative practice
Johnstone, E., Brough, M., Crane, P., Marston, G., & Correa-Velez, I. (2016). Field Placement and the Impact of Financial Stress on Social Work and Human Service Students. *Australian Social Work, 69*(4), 481-494.	6 Queensland universities 1 discipline	Students Field staff Heads of School Student Support Staff	Mixed methods Survey; Interviews; Focus Group	Social work and Human Services; financial stress; engagement; student well-being; placements
Cameron, C. (2019). Risk management by university lawyers in work integrated learning programs. *Monash University Law Review, 45*(1), 29-69.	12 Australian university 1 discipline	University Lawyers	Qualitative Instrumental Case Study Interviews	Law; university lawyers; risk; university work; policy
Jones, D. (2016). Learning in and by the Community: A Work-Integrated Learning Approach to Teaching Journalism. *Asia Pacific Media Academic, 26*(2), 202-213.	1 Regional Australian university 1 discipline	Students	Qualitative Personal communication; Post-project interviews; Published journalistic writing	Journalism; real world experience; regional experience; community engagement; professional competency
Nelson, T., & Dini, K. (2015). Effects on students of working in industry. International Journal of Advanced Corporate Learning, 8(4), 32-35.	1 Australian university 1 discipline 2 WIL units	Students	Quantitative Results and engagement analysis	Engineering; short- and long-term placements; real world experience; professional alignment; professional competency

Phase 3: Academic experiences, perceptions, work and work contexts in Australian universities				
Reference	***Context***	***Participants***	***Research design***	***Key words***
Ruge, G., & Mccormack, C. (2017). Building and construction students' skills development for employability – reframing assessment for learning in discipline-specific contexts. *Architectural Engineering and Design Management, 13*(5), 365-383.	1 Australian university 1 discipline	Students	Mixed methods Action research Qualitative and Quantitative data collected using multiple methods from multiple sources	Building and Construction Management; employability; skills; professional competency; professional alignment; assessment
Male, S., & Macnish, C. (2015). Pilot exploration of gender inclusivity of engineering students' exposure to engineering practice in an Australian university. *Australasian Journal of Engineering Education, 20*(2), 135-144.	1 Australian university 1 discipline	Students	Mixed methods Questionnaire Small group interviews	Engineering; gender; inclusion; workplace influence; professional persona; career pathways
Wright, D., & Veness, D. (2016). An Authentic Learning Approach to Assessment in Australian Archaeology. *Archaeologies, 12*(3), 264-280.	1 Australian university 1 discipline	Students	Mixed methods Case study Interviews; document analysis	Archaeology; assessment; real-world experiences

Phase 3: Academic experiences, perceptions, work and work contexts in Australian universities				
Reference	***Context***	***Participants***	***Research design***	***Key words***
Strong, C., Brunt, S., Cannizzo, F., Montano, E., Rogers, I., & Shill, G. (2019). Adapting the studio model for the Australian popular music education context. *Journal of Popular Music Education, 3*(2), 293-308	1 Australian university 1 discipline	Students	Mixed methods Case study Written reflections & feedback	Music; on campus; collaboration project; near world experiences; industry partnerships
Aprile, K., & Knight, B. (2020). The WIL to learn: Students' perspectives on the impact of work-integrated learning placements on their professional readiness. *University Research and Development, 39*(5), 869-882.	1 Regional Australian university 1 discipline	Students	Qualitative Semi structured interviews	Education; professional readiness; professional competency; curriculum design; sequencing
Naumann, F., Marshall, S., Shulruf, B., & Jones, P. (2016). Exploring examiner judgement of professional competence in rater-based assessment. *Advances in Health Sciences Education, 21*(4), 775-788.	9 Australian universities 1 discipline	Examiners	Mixed methods Clinical assessments Semi structured interviews	Exercise physiology; examiners; assessment; equity; judgement
De Hollander, C., McGuckin, T., Sinclair, K., Barnett, F., & Sealey, R. (2018). Front loading the curriculum: Early placement experiences enhance career awareness and motivation. *Student Success, 9*(2), 39-47.	1 regional Australian university 1 discipline	Students	Qualitative Written reflections	First year; exercise science; early placement; career development
Mackrell, D. (2016). Win-win-win: Reflections from a work-integrated learning project in a non-profit organization. *Issues in Informing Science & Information Technology, 13*, 47.	1 Australian university 1 discipline 1 employer	Students Academics Employer	Mixed methods Action Research Technical Audits; focus group;	Information Systems Management; Non-profit organisation; benefits; outcomes

Phase 3: Academic experiences, perceptions, work and work contexts in Australian universities				
Reference	***Context***	***Participants***	***Research design***	***Key words***
			Evaluations; e-journals; Interviews	
Wenham, K., Valencia-Forrester, F., & Backhaus, B. (2020). Make or break: The role and support needs of academic advisors in work-integrated learning courses. *University Research and Development, 39*(5), 1026-1039.	1 Australian university 1 Service-Learning program	Academic Advisors	Mixed methods Case study Interviews & Quantitative Survey	Service-learning; academic work; retention
Bilgin, A., Rowe, A., & Clarke, L. (2017). Academic workload implications of assessing student learning in work-integrated learning. *Asia-Pacific Journal of Cooperative Education, 18*(2), 167-183.	1 Australian university 1 university	Academics Teaching assistants Professional staff	Mixed methods Quantitative surveys & Interviews	Multi-discipline (psychology, business, arts, science, and information technology); academic workload; assessment
Jackson, D. (2020). Applying Academic Selection Criterion to Work-Integrated Learning Programmes: Risk Management or Perpetuating Inequality? *Teaching in University, 25*(1), 98-115.	1 Australian university 1 school	Students Workplace supervisors	Quantitative Document & results analysis	Business School (Undergraduate); self-rating; supervisor rating; equity; risk; academic standards
Strong, K. (2018). What value do stakeholders place on the academic standards and grading practices in work-integrated learning? *International Journal of Work- Integrated Learning, 19*(4), 349-357.	1 Australian university 1 school	Employers Academics Field Supervisors Students	Qualitative Constructive Grounded Theory Survey & Focus Groups	School of Human Services; stakeholders; assessment
Papadopoulos, A. (2017). The mismeasure of academic labour. *University Research & Development: Academic Life in the*	Australian higher	none	Mixed methods Case study	Academic work; workloads; policy

Phase 3: Academic experiences, perceptions, work and work contexts in Australian universities				
Reference	***Context***	***Participants***	***Research design***	***Key words***
Measured University: Pleasures, Paradoxes and Politics, 36(3), 511-525.	education sector		Document analysis	
Jackson, J., Jones, M., Steele, W., & Coiacetto, E. (2017). How best to assess students taking work placements? An empirical investigation from Australian urban and regional planning. *University Pedagogies, 2*(1), 131-150.	11 Australian universities 1 discipline	Academics Practitioners Students	Qualitative Interview; Focus groups; Document analysis	Urban and regional planning; assessment; placements
Dickfos, J. (2019). Academic professional development: Benefits of a pracademic experience. *International Journal of Work-Integrated Learning, 20(*3), 243-255.	1 Australian university 1 employer 1 discipline	Author-academic Host-practitioner	Qualitative Descriptive case study Written reflections	Academic professional development in the professions; pracademic; one person case
Lawlis, T., Wicks, A., Jamieson, M., Haughey, A., & Grealish, L. (2016). Interprofessional education in practice: Evaluation of a work integrated aged care program. *Nurse Education in Practice, 17*, 161-166.	2 Australian universities 1 Employer	Students & Academics	Mixed methods Case study Quantitative survey; Academic notes; Focus group	Health professional programs (Advanced Diploma, Bachelor, Master); multi-disciplinary learning; interprofessional experience; collaborative learning

Appendix 2

Participant recruitment text and recruitment sources

This text will be used in emails sent to administrators of university associations and networks (list of networks and associations provided).

Are you, or do you know, an academic involved in Work Integrated Learning?

Work Integrated Learning (WIL) can be defined as "an educational approach that uses relevant work-based projects that form an integrated and assessed part of an academic program of study (Australian Collaborative Education Network, 2015, p. 1). These approaches have also been called work-based learning, workplace learning, work-engaged learning, industry-based learning, engaged industry learning, experiential education, experiential learning, fieldwork education, or service learning.

If you have developed and/or delivered these types of WIL, including practicum and placement programs, please complete this survey. The survey should take no more than 15 minutes to complete.

There are two parts to this survey. Part A seeks your experiences with WIL in your university context. Part B asks you to consider your background as an academic, and your perceptions and experiences of WIL.

By completing the survey you are providing us permission to use your responses. You are free to withdraw at any point of the survey, however, after the survey has been submitted you will not be able to withdraw your responses. Your responses will be confidential, contained securely and your comments anonymised in publication of findings.

As an academic experiencing Work Integrated Learning in University, your opinions are valued. Please share this survey with your network.

If you have any questions or concerns, please contact Melissa Sullivan (m.sullivan@cqu.edu.au).

Thank you for your time, and for sharing your experiences.

Yours sincerely,

Melissa Sullivan, Professor Bobby Harreveld and Associate Professor Julie Fleming

(This survey has ethical approval from CQUniversity, #####)

Table1: List of associations and networks to be contacted for recruitment purposes

Association / network name	*Email address*
Australian Collaborative Education Network	admin@acen.edu.au
Regional Universities Australia	chair@run.edu.au
Australian Technology Network	info@atn.edu.au
Innovative Research Universities	secritariat@iru.edu.au
Group of Eight	chief.executive@go8.edu.au
Griffith WIL	wil-gs@griffith.edu.au
Employability advisor	m.othman@uq.edu.au
University of the Sunshine Coast	dabell@usc.edu.au
CQU/QUT	s.sergeant1@cqu.edu.au

Appendix 3

Survey: Academic perceptions of Work Integrated Learning[11]

Part A

I confirm that I have read and understood the information statement provided.

I consent to participate in this research.

1. How is Work Integrated Learning named in your course units? Please select all that apply.

- Practicum
- Placement
- Fieldwork
- Co-operative education (Co-op)
- Embedded professional learning
- Clinical placement
- Other, please specify _____

2. Describe how Work Integrated Learning is implemented within your unit. Please select all that apply.

- Supervised
- Unsupervised
- Centrally coordinated
- Student initiated
- Other, please specify _____

3. Are students paid in your WIL units?

- Yes
- No

Part B

4. How long have you been working in University?

- 1-5 years
- 6-10 years
- 11 years and over

5. What formal qualifications do you hold?
(Please include all qualifications)

[11] This is a plain text version of the online survey conducted using Survey Monkey.

6. How many years of industry experience outside the University industry?

- 1-5 years
- 6-10 years
- 11 years and over
- I do not have industry experience beyond the University industry

7. How many years of WIL experience have you had in a University environment?

- 1-5 years
- 6-10 years
- 11 years and over

8. Other than at your current employer, have you had prior experience teaching WIL at other universities?

- No
- Yes – please specify details of university and WIL units below

Part C

9. In your view, what are the most important outcomes of WIL?
10. What do you believe to be the most significant challenges of WIL?
11. What type of support would enhance your delivery of WIL in the future?

If you would be willing to talk further with us about your experience with this type of work, please follow this link to provide relevant contact details.

<Link to new online survey>

Thank you for supporting this research. If you have noted you would like to discuss your experiences, perceptions and opinions further, we will be in contact to arrange a suitable time for discussion. Once again, thank you kindly for your participation.

<end of form>

Appendix 4

Interview protocol and instrument

Central Queensland University Australia

Research Project:

Perceptions of academics in contemporary University: the case of Work Integrated Learning in geographically diverse universities

CQUniversity HREC clearance number: 0000020896

Researcher: Melissa Sullivan, Doctor of Education Candidate, CQUniversity Australia, m.sullivan@cqu.edu.au

Interview Protocol

Setting up the interview

Participants who opted in during the survey phase of the research will be contacted by email to arrange a mutually convenient time to be interviewed via online video conference platform, Zoom. Research aims, expected duration of interview, participant confidentiality and data security will be outlined in the email. An information sheet, including an informed consent statement and request for signature, will also be attached. Interview times will be scheduled by email once the informed consent has been returned via email to the researcher.

Beginning the interview

- A verbal confirmation of consent, as outlined below, and confirmation that the participant has read the information sheet will be requested

"For the benefit of the recording, before we commence the interview, could you confirm that you have read the information sheet and that you consent to be interviewed?

- Research aims and purpose of the interview will be explained
- Expected duration will be provided, along with a reminder that the interview will be recorded, but anonymity and confidentiality will be maintained and data kept securely.

Conducting the interview

Interview questions can be divided into six topic areas based on the types of information they aim to elicit (Silverman, 2006; Selltiz, Jahoda, Deutsch & Cook, 1964). These are outlined in the table below and matched to proposed preliminary interview questions.

Table 1: Interview question topics

Topic area	Description	Number
Facts	Biographical information, statements from informed sources and descriptions. Can be cross checked against other responses.	1
Beliefs about facts	Individual beliefs or attitudes towards a subject/phenomenon. No cross checking required.	2
Feelings & motives	Emotional responses to open ended questions where participants choose their own words.	3
Standards of action	What people think should or could be done in certain situations usually based on participant experiences.	4
Present or past behaviour	Responses based on actual events and participant experiences	5
Conscious reasons	Broad explanations and reasoning to explain an outcome / perspective/ belief	6

Source: Silverman, 2006

Table 2: Proposed preliminary interview questions

1. What does WIL mean to you? Can you describe it for me in your own words?	2
2. If you could assign one word to your experience of WIL – what would it be? And why?	6
3. Tell me about how your students experience WIL.	2
4. What about your organisational partners? What do you think their WIL experience is like?	2
5. So, how do you see your role? What part do you play in the WIL experience?	5
6. If you could share one experience, or one thing that you have learned being an academic in WIL, what would it be?	5 & 3
7. What do you find most rewarding about WIL	2 & 6
8. How do you work with other organisations to deliver your program?	4
9. What about challenges? In your experience, are there any challenges that stand out?	2, 5 & 6

Concluding the interview

The participants will be asked:

- Is there anything more you would like to add about your experiences with WIL?
- Do you have any further comments, questions or enquiries about you interview today?

The concluding remark will be:

"I'll be analysing the information you have shared with me today, along with other interviewee responses and survey responses. Once the project is finished, I will send you a one page summary of the findings if you have ticked that on the consent form. Thanks once again for your time."

Appendix 5

Table 9: The coding process

Strategy and purpose	***Process***	***Outcome***
The purpose of ***Open Coding*** is "to remain open to all possible theoretical directions suggested by your interpretations of the data" (Charmaz, 2014, cited in Saldana, 2016 p. 115) and should be quick and spontaneous. It provides an effective starting point for further analysis.	Codes that indicated meaning were produced against the data, revealing common ideas behind the codes. A list of codes was created and sorted into common ideas in a preliminary categorisation	*In vivo* coding was used in this phase, such as *"Invisible world"* (Victoria) and *"double-edged sword"* (Pam). *A priori* codes were also identified such as *workload* (Bilgin et al., 2017), *reflection* (Aprile & Knight, 2020) and *joy* (Wenham et al., 2020).
The purpose of ***Pattern Coding*** is to develop inferential codes that point to an emerging theme (Saldana, 2016). This type of coding enables the researcher to collate large amounts of material from first round coding into more meaningful units of analysis (Saldana, 2016).	Codes with similar meanings or inferences were collated to inform the development of code clusters which in turn informed categories. This process involved identifying patterns and relationships that connected the codes so that categories could be constructed.	The codes *careers development*, *professional pathways*, *"currency and accuracy," networks*, and *reputation* were collated to inform the code cluster *Employability.* Further detail of the codes to categories, and categories to themes can be found in the first section of each findings chapter.
The purpose of ***Analytic Memo Writing*** is to provide a space for the researcher to write their thoughts about the data fluidly and without constraint when undertaking the coding process. This strategy assists the researcher to think reflectively and intuitively about the data to work towards a meaningful resolution to the coding and categorizing process, establish themes, and articulate findings (Saldana, 2016).	During the coding process, and in periods of reflection, the researcher wrote in her researcher's journal to sort through her thoughts, to map emerging patterns and to articulate intuitive reasoning of the data.	An example of an analytic memo written in the researcher journal is as follows: *"Where the discipline is closely aligned with a profession (nursing, teaching) the relationship model is tighter, more lineal, less complex (power/control for the academic?). Where the discipline relates to multiple professions the relationship models are more complex and complicated and the academic is less in control of outcomes" (13/05/2019)*

Appendix 6

Table 10: Survey coding

Question	***Code clusters***	***Category***
Question 9	sourcing placements (8); placement competition (3); placement supervision (6); placement quality (2); placement success; placement monitoring; paid placements; placement preparation	placements
Question 9	student performance (2); mental health/student mindset (2); work experience (2); non-traditional students; international students; supporting students; professional learning; balancing challenges; individualised learning; discipline skills; student success	student experience
Question 9	purpose (5); administration (2); scalability (2); workload (3); risk (3); communication; cost; scaffolding experiences; multi-modal delivery (2); context (2); standards (2); professional bodies; norms; 'against a centralised approach'	curricula design
Question 9	employer's expectations (2); maintaining partnerships (2); 'free labour'	employers
Question 8	student experience; self-awareness (3); graduate attribute development (5); guidance; 'complex realities'	Graduate attribute development
Question 8	industry partnerships; real-world (5); work experience (4); relevance (2); skills development; theory-practice (4); employment (2); networks (2); industry trends	real world experience
Question 8	professional practice (3); professionalism; professional competency; professional persona; professional identities	professionalism
Question 10	resourcing (6); systems (2); staffing (4); workload (2);	staffing and resourcing
Question 10	research (3); professional development (2); ethics training	PD and research
Question 10	placements (5); communication; FWA awareness; industry partnership (3)	placements and partnerships
Question 10	alignment with professional contexts; change from one size fits all; simulations (2); new models	specialised models

Appendix 7

Table 11: Thematic analysis strategies

Coding strategy	***Data set to be analysed***	***Process***
Repetitions	Interview transcripts & open-ended survey questions	Search for words or groups of words that are used on more than one occasion. The more words that expressed a common idea in a text, the more likely it was to be meaningful in the context of the research
Indigenous typologies or categories	Interview transcripts & open-ended survey questions	Unfamiliar or local words, or known words used in unfamiliar ways were identified. In Work Integrated Learning, for example, the word 'authentic' is used together with learning to denote learning that is relevant to the world of work. This does not necessarily represent the meaning of authentic in other environments.
Metaphors and analogies	Interview transcripts	Search for the use of metaphors and analogies and deduce the underlying meaning. The opportunity arose to probe further when metaphors or analogies were used. Examples of this are the use of "frightened little rabbits" by Pam (See Chapter 5, p. x) and "universal language" (See Chapter 5, p.x) by Kate. Metaphors and analogies are common in natural speech and their meaning is often considered to be widely known.
Transitions	Interview transcripts	Changes in topic, emphasis, and changes in speaker including interruptions were considered. This was particularly evident in the interview with Lisa, who was unhappy about not being consulted during WIL organisational changes processes (See Chapter 6.5). She took the opportunity to answer interview questions in a way that this story could be told.
Similarities and differences	Interview transcripts & open-ended survey questions	I compared what has been said in the text from one line to the next, from one participant to the next to consider what is similar – what is different? Similarities were found in each of the transcripts, however the differences provided more meaningful guidance. The contrast between Victoria feeling like she was in an "invisible world" and Kate's explanation of the collegiality and support she had within her university and her disciplinary peers from other universities was a critical difference noted.
Linguistic connectors	Interview transcript & open-ended survey questions	I searched for words that suggest relationships, such as because, if, or then. These words indicated broader themes that establish relationships between other themes. In this study connections between education, WIL curricula, and the future work lives of students were significant.
Theory related material	Interview transcripts and researcher journal and open-ended survey questions	Researchers should aim to be more sensitive to the phenomenon under examination to see beyond obvious topic-oriented themes to establish themes with shared meaning (Braun & Clarke, 2020). These themes may connect to existing underlying theories and therefore contradict or ratify the theory through connection. For example, boundaries were spoken about by the interview participants which are significant in establishing WIL work contexts as borderlands.

Source: Adapted from Bernard & Ryan, 2009, p. 56--63

Appendix 8

Ethics approval letter

Application reference: 0000020896

Title: Perceptions of educators in contemporary higher education: the case of Work Integrated Learning in geographically diverse universities

This project has now been approved by the Human Research Ethics Committee, either at a full committee meeting, or via the low risk review process.

The period of human ethics approval will be from 01/05/2018 to 20/12/2019.

The standard conditions of approval for this research project are that:

(a) you conduct the research project strictly in accordance with the proposal submitted and granted ethics approval, including any amendments required to be made to the proposal by the Human Research Ethics Committee;

(b) you advise the Human Research Ethics Committee (email ethics@cqu.edu.au) immediately if any complaints are made, or expressions of concern are raised, or any other issue in relation to the project which may warrant review of ethics approval of the project. (A written report detailing the adverse occurrence or unforeseen event must be submitted to the Committee Chair within one working day after the event.)

(c) you make submission to the Human Research Ethics Committee for approval of any proposed variations or modifications to the approved project before making any such changes;

(d) you provide the Human Research Ethics Committee with a written Annual Report on each anniversary date of approval (for projects of greater than 12 months) and Final Report by no later than one (1) month after the approval expiry date;

(e) you accept that the Human Research Ethics Committee reserves the right to conduct scheduled or random inspections to confirm that the project is being conducted in accordance to its approval. Inspections may include asking questions of the research team, inspecting all consent documents and records and being guided through any physical experiments associated with the project

(f) if the research project is discontinued, you advise the Committee in writing within five (5) working days of the discontinuation;

(g) A copy of the Statement of Findings is provided to the Human Research Ethics Committee when it is forwarded to participants.

Please note that failure to comply with the conditions of approval and the National Statement on Ethical Conduct in Human Research may result in withdrawal of approval for the project.

You are required to advise the Secretary in writing if this project does not proceed for any reason. In the event that you require an extension of ethics approval for this project, please make written application in advance of the end-date of this approval. The research cannot continue beyond the end date of approval unless the Committee has granted an extension of ethics approval. Extensions of approval cannot be granted retrospectively. Should you need an extension but not apply for this before the end-date of the approval then a full new application for approval must be submitted to the Secretary for the Committee to consider.

The Human Research Ethics Committee wishes to support researchers in achieving positive research outcomes. If you require an approval letter on university letterhead, please do not hesitate to contact the ethics officers, Sue Evans or Suzanne Harten or myself.

Yours sincerely,

Redacted

Senior Ethics Officer

on behalf of the Chair, Human Research Ethics Committee

Research Division – Central Queensland University

Appendix 9

An interpretation of findings using Wicked Problems characteristics

Wicked problem characteristics	**In the WIL Borderlands (see 3.4)**	**In the WIL Territories**	**In academic WIL work**
There is no definitive formulation of a wicked problem	Evidence that problems do not exist in singular disciplinary silos	There are differing meanings of WIL across territories (see sections 9.1 and 9.2).	Territorial interpretations of WIL can be used to guide curriculum development so that the intention of the learning design is clear.
Wicked problems have no stopping rule	Semester timelines; work-place goals and associated timelines	Curriculum design considerations including scaffolding, sequencing and student preparation for learning that acknowledges contextual timelines.	WIL territories can assist academics to construct curriculum in relation to sequencing requirements and associated timelines relative to each stakeholder in each territory.
Solutions to wicked problems are not true-or-false, but good-or-bad	Satisfying all WIL stakeholders	Stakeholder relationships and priorities differ from territory to territory.	Prioritising relationships based on territory stakeholder interactions can assist academics to meet their WIL goals as well as meet stakeholder needs.
There is no immediate and no ultimate test of a solution to a wicked problem	Consequences to stakeholders of 'testing' strategies in curriculum	Realist and Impressionist territories have little room for testing strategies because of their sequenced (Realist) or stand-alone (Impressionist) nature within the academic calendar. Surrealist territories provide an opportunity to pilot approaches to WIL in collaboration with industry (see 8.3).	Academics can learn from other Realist and Impressionist WIL experiences through collaborative and professional development programs across and between universities and disciplines. Transdisciplinary academic teams can work together to pilot Surrealist WIL curriculum.
Every solution to a wicked problem is a "one-shot operation"; because there is no opportunity to learn by	Semester timelines; sporadic industry engagement opposed to long term industry partnerships	As outlined above, there is little room for trial and error in Realist and Impressionist WIL, but some	Learning from each other is critical. Sharing academics' experiences in WIL (especially within each

Wicked problem characteristics	In the WIL Borderlands (see 3.4)	In the WIL Territories	In academic WIL work
trial-and-error, every attempt counts significantly		room for experimenting in Surrealist WIL dependant on curriculum design.	territory) provides an opportunity to address the limitations of this wicked problem characteristic.
Wicked problems do not have an enumerable (or an exhaustively describable) set of potential solutions, nor is there a well-described set of permissible operations that may be incorporated into the plan	Collaborative practices between WIL stakeholders	The opportunity to collaborate and learn within each territory means that the sets of potential solutions to WIL problems becomes greater. The transdisciplinary nature of each territory is significant in providing this expanded reach.	As above, learning from each other within territorial boundaries provides access to a greater number of alternative solutions to problems in WIL by engaging with other disciplines that work with WIL in similar ways.
Every wicked problem is essentially unique	Stakeholder perspectives; individual perspectives; disciplinary perspectives	The territories have been constructed so that similarities can be found across disciplines so that the uniqueness of wicked problems may be reduced.	Every wicked problem in WIL is highly contextual. By recognising similarities within WIL territories, problem solving unique problems may become less problematic if similarities rather than differences are sought out in a collaborative problem-solving process.
Every wicked problem can be considered to be a symptom of another problem	Problem contextualisation from perspectives of higher education; workplace; industry association contexts and the role of the relationships between each of these contexts	The many moving parts of WIL that differ between, but are fundamental to, each of the WIL territories.	Increased understanding of the different stakeholder roles and relationships in each territory can assist academics to focus their attention on goals and challenges based on territorial characteristics and curriculum intentions.
The existence of a discrepancy representing a wicked problem can be explained in numerous ways. The choice of explanation determines the nature of the problem's resolution	Perceptions of individuals, disciplinary thinking	The problem of graduate employability is represented differently according to WIL territory.	By using WIL territories to frame graduate employability outcomes, curriculum can be designed to meet different and specialised employability objectives. The roles of the disciplines and professions in each territory is central to this.

Wicked problem characteristics	In the WIL Borderlands (see 3.4)	In the WIL Territories	In academic WIL work
The planner has no right to be wrong	Policy, governance and figures of authority	The role of the Australian federal government informing HE policy applies to each of the territories, however how this policy is interpreted depends on the university, the disciplinary leaders and the individual academic. Responsibility is distributed.	Academics take on great responsibility when developing and facilitating WIL curriculum. Alignment with policy, providing evidence and accountability measures are critical. The experiences of students in WIL may have significant influence over their future and current career paths. Relationships with industry partners are crucial in WIL. The final planner is the academic. This responsibility is accompanied by significant pressure. Academics will need targeted and specialised support and professional development in their practice.