



Northeastern University

Center for Work and Learning Newsletters

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Fall 2004 Center for Work and Learning Newsletter
September 2004

Dear Friends of POE:

We hope that everyone has had a well-rested and enjoyable summer. We are very excited about the upcoming Fall season with a number of new events and programs planned.

Third International Conference on Practice-Oriented Education
Call for Papers – Deadline October 1, 2004

Exploring the Land in Between:

Into the Brink of Experience and Back Again

The Office of the Provost and the Center for Work and Learning at Northeastern University invite your submission to the Third International Conference on Practice-Oriented Education, to be held in conjunction with the 14th World Congress of the World Association for Cooperative Education. For more information, please go to <http://155.33.227.141/worklearning/programs/callweb.html>.

Staff Changes

We are pleased to announce the hiring of our new senior research associate, Laura Szalacha, Ed.D. In this role, she will be responsible for all of the methodological needs of the Center for Work and Learning. Dr. Szalacha was formerly an Assistant Professor of Education and Human Development at Brown University where she taught adolescent psychology, educational theory, and theories of difference. She was trained in human development and research methods, earning her doctorate from the Graduate School of Education at Harvard University in 2001. Laura also taught research methods and statistics at both Smith College and Boston University.

Dr. Szalacha is a developmental psychologist, having a concentrated focus on adolescent development, with expertise in quantitative (multivariate, multi-level), qualitative (ethnography), and mixed-method research methods. Her doctoral dissertation was taken from her 3-year, mixed-method evaluation of the Safe Schools Program for the Department of Education in Massachusetts. She has served as the methodologist on the research programs of several federally funded, longitudinal studies including both the "Normative Development of Puerto Rican Youth" program at the Center for Research on Women at Wellesley College and the "Providence Children of Immigrants Study" at Brown University. As such, Dr. Szalacha has been responsible for the development of psychometrically sound bilingual/bicultural research instruments as well as the maintenance and analyses of large data sets. In addition, she has been responsible for instrument development and analysis for a national study on the "Advancement of Women, Minorities and Generalists in Academic Medicine," and is presently the methodologist on a team evaluating the inclusion of women's health issues in the curriculum of the Harvard Medical School.

Dr. Szalacha's personal research program involves the analysis of the Massachusetts Department of Education's bi-annual "Youth Risk Behavior Surveys" and secondary analyses of the National Longitudinal Study of Adolescent Health with regard to differences in sexual victimization, substance use, and suicidal ideation between heterosexual and sexual minority females (lesbian, queer, bisexual and transgender). Her publications attest to her abilities to connect across many areas of research and teaching, from Puerto Rican child

development to the advancement of women and minorities in academic medicine to AIDS-related risk among adolescents.

POE Community

Learning Community II member, Leonard Glick, is offering, for the first time through the College of Business Administration, a section of the course in organizational behavior (OB) to students while they are on co-op. Not only will students cover regular OB course content during their evening class times, but they will meet in learning groups to reflect on the experiential learning occurring while in their workplaces. Len has been working with Laura Szalacha, the Center's senior research associate, to develop a pre and post assessment of this experience to determine its effectiveness as a potential option to standard OB offerings.

Publications

"The Third Way" - The Atlantic Monthly

President Richard Freeland of Northeastern University has published an essay in the forthcoming October issue of *The Atlantic Monthly* charting the emergence of practice-oriented education as a new paradigm for undergraduate study in the United States. The essay — titled "The Third Way" — can be found on-line at <http://www.northeastern.edu/atlantic>

The essay documents two trends:

- * Integrating liberal and professional studies: The growth in the number of colleges and universities that give students the opportunity to combine and integrate studies in the liberal arts and sciences with studies in professional fields

- * Integrating classroom and workplace learning: The spread of opportunities for students to gain workplace experience — including cooperative education, internships, and other forms of fieldwork — across the whole of American higher education

"Don't Bother Putting Leadership into People" - The Academy of Management Executives

Joe Raelin recently published an article in *The Academy of Management Executives*, titled "Don't Bother Putting Leadership into People." In this article, Joe makes the irreverent statement that the preponderance of leadership training that is being conducted in corporate offsites is ill-advised. However, he proposes a solution to this plight — a work-based approach to development that is concurrent with real-live experience and that can more effectively put leadership directly into the organization, where it belongs.

Website Updates

We are pleased to announce that our newly constructed website is now complete and available for viewing!! Please go to <http://www.poe.neu.edu/> to check it out! Just as a reminder, there is a feature titled POE Community Events, which is a listing of POE-related events by our learning community and research fellows at Northeastern. If there are any upcoming events in your department related to practice-oriented education, we would like to showcase the event on our web page. If you have any questions or would like to post an event, feel free to contact Bonnie Kwan at x7070 or email her at bkwan@neu.edu.

Center Events and Presentations

"Leadership For Career Success" Cable Show July 6, 2004 — Joe Gibbons, an advisory board member of the Center and Chief Learning Officer of US Education and Development at Deloitte & Touche, and Joe Raelin, our director, were recently featured on local cable channel 9 in Wellesley, MA as part of a show called "Leadership For Career Success." The show involved a panel discussion about leadership and more specifically, the need for collaborative leadership. Gibbons and Raelin made the point that in our 21st Century organizations, we need to establish communities where everyone shares the experience of serving as a leader, not sequentially, but concurrently and collectively. Also featured prominently on the panel was Tricia McConville, Academic Director of Leadership at Northeastern University's School of Professional and Continuing Studies. Ms. McConville illustrated how collaborative leadership can be developed through formal programs in adult education. The discussion was moderated by Sarah Scavone, a consultant with Career Solutions in Wellesley.

"Work-Based Learning and Leadership Development" September 21, 2004 — Joe Raelin will be giving a master class to the International Masters Program in Practicing Management, McGill University, Montreal.

"A Debate on Intentional Learning" November 11-13, 2004 — This presentation will showcase Michael Baer, Rick Porter, Susan Setta, Jim Stellar, and Joe Raelin at the American Association of Colleges and Universities' Conference: "Educating Intentional Learners: New Connections for Academic and Student Affairs," Philadelphia.

"Leaderful Practice for Executives," Presentation for the Calkins Power Breakfast Series, Boston, November 18, 2004 – Joe Raelin will kick off the Boston Business Expo at the Hynes Auditorium as part of the Calkins Series. His presentation will demonstrate how we can learn reflectively from practice and how this method of learning can translate into a collective form of leadership.

"Leaderful Practice as a Platform for the Applied Psychology Profession" November 19, 2004 — Joe will keynote the breakfast meeting of the New England Society of Applied Psychology (NESAP), Weston, MA.

"Work-Based Learning as a Basis for Stimulating 'Leaderful' Organizational Learning," November 22-24, 2004 — This will be a presentation for the International Symposium on Working Life Learning, hosted by the Danish University of Education, Copenhagen.

Grants

This past summer, the following proposals were submitted.

Increasing the Self-Efficacy, Learning, and Retention of Under-Represented Students in Engineering through Practice-Oriented Education - National Science Foundation — In this proposal, Northeastern University, the University of Cincinnati, Drexel University, and the New Jersey Institute of Technology would partner in a research study designed to investigate the hypothesis that participation in formal work experiences through practice-oriented education programs, supplemented by enriched concurrent reflective experiences, such as peer reflection and mentorships, leads to enhanced self-efficacy, augmented learning, and an increased likelihood of retention, particularly among minority students who are historically under-represented in engineering. Three of the four universities have established cooperative education programs. The enriched reflective features will be

developed and implemented at two of these sites to test their effects on self-efficacy, learning, and retention.

The Relationship between Practice-Oriented Education and Post-Graduate Work Experience

- The proposed study will analyze data from Baccalaureate and Beyond 2000/2001, a large scale, nationally representative study of baccalaureate holders to examine short-term career outcomes of approximately 10,000 graduates who participated in practice-oriented educational programs (abbreviated as POE, this refers to apprenticeships, internships and coops) compared with those who did not participate. It is designed to meet the needs of educational policy makers, higher education administrators, and consumers of post-secondary education (students and their families) for scientifically valid information on the potential career benefits of POE.

Our conceptual model posits that, controlling for individual and family background characteristics of the graduates and the type of institution they have attended, those who participated in POE will have higher salaries, be more satisfied with their work, more likely to see it as related to their major and more likely to view it as a first step in a career. In other words, we hypothesize that POE moderates the relationship between students' individual and family characteristics and the characteristics of the institution they attend with their career outcomes after graduation.

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