



Northeastern University

Center for Work and Learning Newsletters

Center for Work and Learning

December 01, 2004

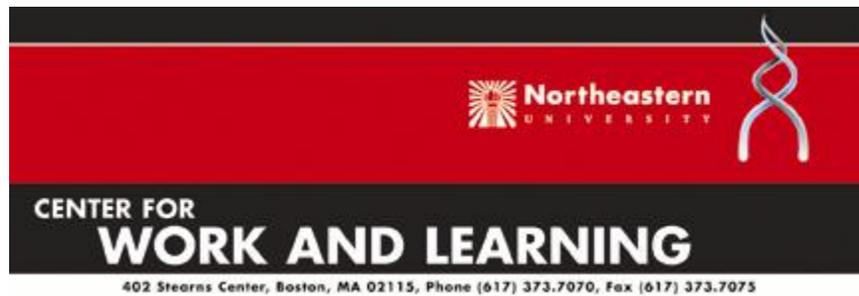
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December 2004 Newsletter

Dear Friends of POE:

We hope that everyone has had a wonderful fall. We are very excited to report our most recent developments here at the Center.

Third International Conference on Practice-Oriented Education, held concurrently with the 2005 World Conference on Cooperative Education - June 14-17, 2005.

Registration is now available for the WACE 2005 and POE III. The overall theme of both conferences is that work experience, combined with classroom education, builds a flexible, resourceful and well-educated workforce.

The theme for POE III is "Exploring the Land in Between: Into the Brink of Experience and Back Again." It is based on an ongoing commitment through our Center to examine the inner dynamics of practice learning and, in particular, to explore the "land in between." This expression refers to the link between theory and practice or between the classroom and work experience. It constitutes a world of learning that is neither entirely school-based nor entirely work-based. It is an in-between world of reflection, narrative, and other dialogue that has the potential to stimulate learning that draws from both worlds. We are convinced that some strategies stimulate this integration of classroom and work experience better than others.

The 14th World Conference on Cooperative Education will bring together employers, educators, researchers, and civic leaders from more than 40 countries. They will hear:

- **Scholars** discussing their practice-oriented research, and, in particular, their scholarship on how work can become a medium for learning.
- **University administrators** discussing the strategic impact of POE on educational policy.
- **Corporate executives** explaining the innovative ways POE enhances their human resource recruitment and development programs.
- **Economic development experts** discussing how work-based education programs strengthen workforce development.

For more information or to register for the conference, please go to:
<http://www.wace2005.neu.edu>. As readers of this list know, POE registrants will be entitled to the same early registration fee as WACE members.

Center for Work and Learning Research Library

The Center for Work and Learning research library has been designed for those interested in the study of practice-oriented education. Although cooperative education is the most familiar format to those associated with Northeastern, there are other traditions that we rely upon. Thus, our library consists of twenty-two categories; namely: action learning, action research, action science, adult & lifelong learning, applied cognitive science, communities of practice, cooperative education, critical pedagogies, experiential learning, expert/novice theory, general POE, knowledge management, mentoring, organizational learning, reflective practice and dialogic pedagogy, self-efficacy, service learning, situated learning, social constructionism, social learning theory, virtual team learning, and workforce development. The library contains books, journal articles, conference materials, dissertations and other monographs. The library database is available to the entire POE community and our research fellows. Feel free to stop by, if you're in the area, and browse! As usual, there is tea or coffee for those interested in staying for a longer read. For more information on the library or to conduct a library search, please contact Bonnie Kwan at 617-373-7070 or email her at b.kwan@neu.edu.

POE Community

We are pleased to announce the recent selection of our 2004-2005 research fellows. Below is a brief description of each of the fellows and their research proposals. For more information, please go to <http://www.poe.neu.edu/community/facultyresearch.html>.

Dawn Anderson Associate Director International Study Programs	Charting the Hero's Journey: A comparative study analyzing the effects of POE practices and principles on students from underrepresented groups who study abroad
John Coley Associate Professor Psychology - College of Arts & Sciences	Cognitive Consequences of Conceptual Change: The Case of Traditional Chinese Medicine
Vanessa D. Johnson Assistant Professor and Director Bouve College Student Development & Counseling Program	Assessing the Differences in the Perceptions of Full-Time and Part-Time Graduate Students of their Practice-Oriented Educational Experiences in the College Student Development and Counseling Program
Tricia McConville, MBA Academic Director Leadership Lecturer Department of Management and Leadership School of Professional and Continuing	Impact of Action Learning on the Adult Learner in the Workplace

Studies	
David Rochefort Distinguished Professor Political Science - College of Arts & Sciences	Impact of different forms of practice-oriented education on political science students

Website Updates

A new logo has recently been designed for the Center for Work and Learning. The logo is based on the image of the double helix. The two strands twist around each other in a continuous cycle and eventually come together, symbolizing the integration of work and learning. The double helix is also considered to be a marker for the form of inquiry to which we aspire, where creativity and evidence come together to construct new knowledge. To view the logo, go to <http://www.poe.neu.edu/about/Logo%20Description.html>.

If you have any questions regarding our website, please contact Bonnie Kwan at x7070 or email her at bkwan@neu.edu.

Center Events and Presentations

"Doing the Right Thing! Ethical Inquiry for Developers and Teachers" with Perrin Cohen, a member of our 2002-2003 POE learning community, and Donna Qualters, Director of the Center for Effective University Teaching at Northeastern University. Perrin and Donna presented this paper at the annual POD Network (Professional and Organizational Development Network in Higher Education) in Montreal on November 6.

"A Debate on Intentional Learning," with Michael Baer, Rick Porter, Susan Setta, Jim Stellar, and Joe Raelin was presented at the American Association of Colleges and Universities' Conference: "Educating Intentional Learners: New Connections for Academic and Student Affairs," in Philadelphia on November 12. The debaters considered the paradox that the more we emphasize the need to teach practically in the classroom, the less likely it is that our students will acquire practical skills or combine them with traditional classroom learning. The presentation was designed to demonstrate that intentional learning is impossible to accomplish without exposure by students to real-world experience combined with concurrent and collective reflection on that real-world experience

"POE Fellows: A Community of Practice Dedicated to Integrative Teaching, Learning, and Scholarship" with Lorna Hayward, Betsey Blackmer, Joe Raelin, Tom Sherman, Pam Mabrouk, Peter Murrell, Peter Manning, and Ralf Schlosser was presented on November 19th at Northeastern. The Center for Effective University Teaching (CEUT) sponsored a symposium and poster session to showcase the work of Northeastern faculty who are engaged in the Scholarship of Teaching and Learning (SoTL). Our seven research fellows from academic year 2003-04 participated in the symposium to demonstrate how together they formed their own community of inquiry which, in turn, led to further dissemination of their work within their own academic communities. To view the poster, please visit http://www.poe.neu.edu/community/2004SoTLPoster_ResFell02-03.pdf.

"International Symposium on Working Life Learning," November 22-24 in Copenhagen, sponsored by The Danish University of Education. Joe Raelin was invited to present a paper on POE as part of an effort by the Danish Research Council to establish an international

network of scholars within the research field of Working Life Learning. The concept of working life learning originates out of two traditions – organizational and workplace learning - that have different disciplinary roots. Organizational learning is regarded as a means to develop and manage enterprises whereas workplace learning is concerned with the means to learn from work primarily through the principles of adult education.

The purpose of the symposium was first and foremost to establish a stimulating environment for the discussion of different perspectives on Working Life Learning but also to create a venue for discussing future research collaborations in terms of research applications, projects, papers, publications, and conferences. Joe reports that the dialogue was stimulating in its depth, particularly in introducing the North American scholars in attendance to new literatures and ways of thinking about practice-oriented scholarship. In addition, it positioned the Center for Work and Learning as a representative from the United States within the network of comparable international research institutes concerned with working life learning issues.

"Leaderful Development: Creating Leadership at All Levels of the Business," January 31. Joe Raelin will be giving a keynote address to the January dinner meeting of the Institute of Management Consultants, New England Chapter, Newton, MA.

"Leadership for Change Alumni Network Series," February 7, 2005. Joe Raelin will be doing a presentation at Boston College on how action learning can produce leaderful behavior among managers and executives.

New Programs in Continuing Education

Northeastern University is now offering new degree programs in leadership. The School of Professional & Continuing Studies (SPCS) received university senate approval for a Bachelor of Science in Leadership, Master of Science in Leadership, and a graduate certificate in management and leadership. Tricia McConville, one of our new research fellows and academic director of the leadership portfolio of SPCS, and Joe Raelin were integral in designing the curriculum and degree programs.

Grants

The Relationship between Practice-Oriented Education and Post-Graduate Work Experience. Laura Szalacha along with Mark Putnam, Director of Institutional Planning and Research, and Joe Raelin have received a \$20K grant from AERA (American Educational Research Association) to examine the unique effect of POE programs (co-ops, internships, and apprenticeships) on postgraduate experience using the 2000-'01 Baccalaureate and Beyond database. Our conceptual model posits that, controlling for individual and family background characteristics of the graduates and the type of institution they 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. Senior research associate, Laura Szalacha, is the PI on this proposal.

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