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Center for Work and Learning Newsletters

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October 2005 Newsletter

Dear Friends of POE:

We hope that everyone had a great summer. It's been awhile since we last reported to you, so we have quite a bit of news to talk about.

POE Community

2005-06 POE Research Fellows Selected

It is a pleasure to announce the selection of the '05-06 Fellows following a competitive application process. As readers may know, the Fellows program serves as an incubator for: developing research on critical processes and outcomes of POE, including approaches in use at NU and at other comparison institutions or organizations; nurturing a community of NU scholars interested in conducting research on POE; securing external funding to conduct such research; and disseminating POE research results through conference presentations and publications.

The POE Fellows this year are (and please consult our webpage to obtain additional details on their projects):

Jane Aroian, Associate Professor and Coordinator of Nursing Administration, School of Nursing
Project: Graduate Nursing Administration Students' Perceptions of Nurse Administrators' Behaviors Related to the Revised Nursing Administration Standards of Practice and Professional Performance

Elise J. Dallimore, Assistant Professor, Department of Communication Studies
Project: Utilizing Service Learning to Extend the Goals of Citizenship and Community Involvement to Practice-Oriented Educational Programs

Robert L. Fried, Associate Professor, School of Education
Project: The Effect of Cooperative Education and Internships on the Students' Understanding of the System Dynamics Prevalent in their Placements

Lori Gardinier, Program Director and Lecturer, Department of Human Services
Project: Do International Service-Learning Experiences Make a Difference in Learning?

George F. Thompson, Assistant Professor, Department of Counseling & Applied Psychology
Project: The Long-Term Effect of Cooperative Education on Career Decision Making as Differentiated by Race and Gender

Jim Fraser Joins the Center

It is our privilege to inform you that former Dean of the School of Education at Northeastern, James Fraser, has come on board with our Center as Senior Research Fellow to join current senior fellow, Rick Porter. As many at Northeastern know, Jim served as the founding dean

of our School of Education from 1999 to 2004 and before that as Director of the Center for Innovation in Urban Education. Jim holds a joint appointment in the School of Education and the Department of History. He is returning from a sabbatical leave in which he has completed the manuscript for a new book, Preparing the American Teacher: A History, which will be forthcoming from Teachers College Press next spring. In his new role, Jim will be looking to identify the means to link the range of experiential educational opportunities offered by Northeastern to classroom learning as well as to identify opportunities for both concurrent reflection while students are on co-op and ways in which the post-co-op curriculum can offer students continuing reflection.

Third International Conference on Practice-Oriented Education held this past summer
The Center co-sponsored the 2005 POE Conference held in conjunction with the World Association of Cooperative Education (WACE) 14th World Congress. A full line-up of sessions were presented during an exciting three days of dialogue. The Center is indebted to Mary Bea Lingane and Christine Willis in the Provost's Office for making the conference such as success. Readers of the newsletter are invited to go to the Center's conference page at: http://www.poe.neu.edu/programs/centerevents.html, to access and download the papers and roundtables offered at the conference.

"Guided Peer Mentoring" Pilot
The Center's guided peer mentoring pilot has been launched through the cooperation of the Master's Program in College Student Development and Counseling, which is under the supervision of Cohort II POE Fellow, Dr. Vanessa Johnson. Four learning teams of students have been formed. Team members meet once a month to share their on-the-job learning while on their co-op assignments. The face-to-face meetings are supplemented with online discussions using Blackboard. Each learning team is assisted by a trained facilitator pursuing her degree in the counseling program. The facilitators for this first pilot are: Linda Bonda, Linda Collins, Ilana Weisbrod, and Stacy-Ann Wint.

Martha's Vineyard Summer Institute on Experiential Education
The Center for Experiential Education & Academic Advising (CEA), within the College of Arts and Sciences at Northeastern University, hosted the Martha's Vineyard Summer Institute on Experiential Education in July. The goal was to help campuses develop strategies that strengthen their efforts to promote learning outside and inside the traditional classroom through a range of activities. Eleven colleges sent representative teams for this first institute. Each developed plans for experiential service offerings in the areas of: cooperative education, service-learning, undergraduate research, community-based research, study abroad, and academic internships.

Joe Raelin was recently named associate editor of the journal *Action Learning: Research & Practice*. Please consult the Call for Papers section to inquire about submitting manuscripts to this new journal.

Calls for Papers

Action Learning journal
A new journal of likely interest to many of our readers has recently appeared on the scene. *Action Learning : Research & Practice,* a title by Taylor and Francis Publications, will publish articles that advance knowledge and assist the development of practice through the processes of action learning.

Action learning is grounded in the approach pioneered by Reg Revans that holds that there can be no learning without action and no knowing without the effort to practice and implement what is claimed as knowledge. Because action learning promotes the creative

integration of thinking & doing, theory & practice, contributors are asked to strive to hold these often diverse perspectives together.

Besides book reviews, *Action Learning* is seeking two types of articles:

Refereed papers. Submissions between 3000 and 6000 words that seek to generate new insights and theory to illuminate the idea of action learning. These papers should be sent to the editor, Mike Pedler at: Rivelin Cottage, Hollow Meadows, Sheffield S6 6GH
e-mail : mikepedler@tiscali.co.uk

Accounts of Practice. Submissions within a range of 1000 - 3000 words that present examples of, and explanations how, action learning has led to the development of new perspectives and how the practitioner has changed practice because of insights gained through collaborative learning. These papers should be sent to: Davina Clarke,
104, Harboro Road, Sale, Cheshire, M33 6GF, UK
e-mail : davina.clarke7@ntlworld.com

The Second Organizaton Studies Summer Workshop: Re-turn to Practice
This small conference will take place at the Saint John Hotel on Mykonos, June 15-16, 2006. The theme: Re-turn to Practice; Understanding Organizations as it Happens, will provide participants an opportunity to elaborate on a variety of theoretical and methodological questions concerning the character and study of practice, social realities, knowledge, and learning in the context of organizations.

Interested participants must submit an abstract of no more than 1000 words for their proposed contribution plus a brief biographical note by January 31st , 2006 to the Editor-in-Chief (OSeditor@alba.edu.gr <mailto:OSeditor@alba.edu.gr>). More details on this call can be found on the official OS site at:
http://www.egosnet.org/os/os_summer_workshop_2006.shtml

Grants

Kenneth B. Schwartz Center grant
Lorna Hayward and Betsey Blackmer, POE Fellows from Cohort II, have been awarded a $10K grant to study: "Standardized Patients and Communities of Practice: A Realistic Strategy for Promoting Compassionate Care in a Physical Therapy Curriculum." Continuing their work from their fellows' project, Profs. Hayward and Blackmer will demonstrate how the standardized patient methodology can help physical therapy students communicate and relate better with patients while creating vital communities of practice.

Recent Publications

"AIR Model: A Teaching Tool for Cultivating Reflective Ethical Inquiry," by Learning Community participants Donna Qualters and Perrin Cohen along with Melissa McDaniels, College Teaching, 53(3): 120-127, 2005.

"Learning Links: The Land Mines of Change," by Joe Raelin, Leverage Points, Issue 65, August 25, 2005.

The following articles will be coming out over the next six months or so by Joe Raelin at the Center:

"The Role of Facilitation in Praxis," in Organizational Dynamics.

"Does Action Learning Promote Collaborative Leadership?" in the Academy of Management Learning and Education journal.

"Developmental Action Learning: Toward Collaborative Change" (with Jonathan Raelin), in Action Learning: Research and Practice.

"We the Leaders: In Order to Form a Leaderful Organization," in the Journal of Leadership and Organizational Studies.

"Developing Managers as Learners and Researchers: Using Action Learning and Action Research" (with David Coghlan), in the Journal of Management Education.

Center Presentations

"Can A Student Leader be 'Leaderful'?" Presentation for the Leadership Learning Community, Northeastern University, October 5, 2005.

"Creating a Leaderful Network using Action Learning Methodology," Kickoff of the Second Vogt Fellowship Program, sponsored by the Boston Consortium for Higher Education, Wellesley College, October 11, 2005.

"Creating a Leaderful Organization within the University," Keynote for the Management Development Program, Boston College, Dover, MA, October 13, 2005.

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