Kent Business School, University of Kent in partnership with Kent's Global and Lifelong and Learning, ESREA Work Life Learning Network and the Journal of Work-Applied Management (JWAM)

Conference "Work-Integrated Learning in Times of Complexity: New Problems, New Solutions"

24 - 26 November, 2023

https://www.kent.ac.uk/global-lifelong-learning/apprenticeships/higher-and-degree-apprenticeship-conference-2023

Call for Proposals
Closing date for proposal submission: 30 September 2023

Call for Proposals

Kent Business School Higher Degree Apprenticeship (HDA) Conference in collaboration with ESREA Work Life and Learning (WLL) Network and the Journal of Work-Applied Management is seeking submissions for an innovative HDA Conference which defines and tackles global and emerging challenges through methods which fundamentally connect learning and workplaces, for example, work-integrated learning (WIL), work-based learning (WBL), workplace learning, and practicum (Wall, 2017).

In a fast-changing environment, the aspiration is that we move from existing and often siloed knowledge of perennial problems to *new problems* which need attention and a more integrative development of educational responses and impacts collaboratively.

Key themes over the past five years in WIL/WBL publications highlight the persistence of student outcomes such as employability, different kinds of work experience/learning, WIL/WBL design and approaches, and frameworks to enhance quality and delivery of WIL/WBL programmes. But how do these themes need to be approached with current changes in the workplace and the rise of new technologies and Artificial Intelligence?

The nature of work continues to change, fuelled by and coupled with changing technologies and learning (see Kropp & McRae, 2022). One of these trends relates

to the flexibility in both work location and working times, where employees are measured by their outputs rather by a rigid set of hours worked. Another trend relates to employers expecting to 'rent' talent to fill their skills gap, as companies' skills needs are expected to grow faster than their ability to upskill their employees. At the same time, remote workplace learning continues with the rise of subscription services to lifelong learning, immersive learning, and the use of artificial intelligence in the classroom (Marr, 2021).

What do these emerging trends in the world of work and training mean for the university student, the institution, and therefore for WIL design and delivery? What opportunities will present themselves, and which problems should we expect to tackle?

Specific topics have already emerged from dialogue at a 2022 unconference event, and will highlight the role of WIL to address grand challenges. These will be published in a Special Issue around the time of the HDA conference and will reflect new and important WIL research and practice to provide a holistic and inclusive perspective of WIL from around the world, including in broad areas such as

- WIL and future of work
- WIL adapted for Gen Y and Z
- WIL and sustainability
- WIL and inclusion
- WIL and change/transitions
- WIL and peace

With this context in mind, we're inviting scholars to think about emerging topics, such as virtual collaboration and teamwork, international networking, development of new workplace competencies, student well-being in crisis times, professional identities, the future of the workplace, deglobalisation and other surrounding ethical considerations (e.g., Billet, 2021; Faller et al., 2020; Leal Filho et al., 2022; Moser et al., 2022).

Some of these reflect the United Nations' Sustainable Development Goals which highlight the short- and long-term issues (and solutions) around work and technology, climate change and adaptation, equality and social mobility, and just transitions and peace (e.g., Leal Fihlo et al, 2022; Woods et al., 2022). Each of these could not be more pressing in global news - in some parts of the world organisations are declaring climate emergencies and, in some areas, poverty emergencies.

We are seeking original contributions which provide fresh and interesting perspectives for the global community, and as such, we welcome a wide variety of contributions focusing on collaboration, teamwork and networking in the context of supporting successful work-integrated learning practices:

Some themes we are interested in including:

- WIL and future of work
- WIL and sustainability
- WIL and inclusion

- WIL and change/transitions
- New or existing practices to support work-integrated learning
- New workplace competencies
- Recent trends in workplace learning
- Government or university policy analysis or evaluations
- Case studies which share innovative practice using robust methods on evaluation
- Interesting research / action research on WIL
- Review of recent literature

The closing date for abstract submissions is 31 July 2023. Please submit your abstract of no more than 1000 words to Dr. Pierre Faller, Teachers College, Columbia University (pf2175@tc.columbia.edu) AND Dr. Trevor Gerhardt, Kent Business School (t.gerhardt@kent.ac.uk). Accepted abstract will be notified by the end of August and extended papers (2500-5000 words) required by 1 November to be presented at the conference in person.

Please use Times New Roman 12, double space, APA 7th for your proposal and include list of references. All proof-reading is your responsibility and must be carried out prior to submission.

Criteria That Will Be Used to Evaluate Your Proposals
1. Connection of topic to work-integrated learning explained clearly
2. Theoretical basis for conceptualizing work-integrated learning explained clearly
3. Quality of writing: well-crafted sentences, clear explanations and logic, accessible language
4. Makes significant contribution to discourse about theory, practice, and/or research